DOCUMENT RESUME

ED 212 788 CE 031 161

AUTHOR	Farrow, Douglas R.
TITLE	Good Work! Revised. Employability Skills Series.
INSTITUTION	Florida State Univ., Tallahassee. Career Education Center.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE	Jul 79
NOTE	97p.; For related documents see CE 031 154-166.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Education; *Behavior; Behavioral Objectives; *Career Education; *Competency Based Education; *Employment Potential; Glossaries; Job Skills; Learning Activities; Learning Modules; Performance Tests; Postsecondary Education; Secondary Education; Units of Study; *Work Attitudes
IDENTIFIERS	Employability Skills Series

ABSTRACT

This student booklet on good work habits/behaviors is one of six in the Employability Skills Series, a set of instructional materials designed to teach secondary students and adults the skills involved in getting and keeping a job. The competency-based material is oriented to young adults but written at approximately the fifth-grade reading level. (An instructor's guide is available separately as CE 031 162.) Designed to help the student learn habits/behaviors to succeed on the job, the unit focuses on five areas: making time count (absenteeism, lateness), getting to know the job, practicing good habits at work (honesty, manners, safety), doing the job right (wastefulness, neatness, following instructions), and looking good (grooming). A list of 15 knowledge and performance objectives acts as a table of contents. For each objective there are several pages of instructions and some activities for practice. A performance test with performance checklist is provided for each performance objective; a self-test is provided for each knowledge objective. Answer keys are provided for activities and self-tests where needed. These other materials are also given : unit review and glossary. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED212788

Good Work!

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. McQuat

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE031161

Good Work!

July, 1979

State of Florida
DEPARTMENT OF EDUCATION
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
An equal opportunity employer

DIVISION OF VOCATIONAL EDUCATION

This public document was promulgated at a cost of $2,727.00 or $.91 per copy to provide educators with employability skills instructional materials to be used with secondary school students and adults.

Authorization for reproduction is hereby granted to the State System of Public Education as defined in 228.041 (1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

© State of Florida, Department of State, 1977, 1979.
First Edition published 1977. Revised Edition 1979.

Acknowledgments

The instructional materials developed by the Employability Skills Curriculum Team have been evaluated in a variety of vocational education and academic classrooms. The team would like to thank the educators who participated in the field testing of this booklet. They are: Chuck Suchman, alternative learning program; Sherrie Edwards, Jo Ann Raddi, and Vera White, business education instructors; Marsha Click, Jim LaMorte, and Mary Thompson, diversified cooperative training/work experience instructors; Kay Caviness, home economics instructor; Annette Hassing, language arts instructor; Susan Key, occupational specialist; and Donna Keenan, reading instructor. Betty Lou Joanos, Mary Claire Lovell, and Frank Rabitaille also contributed by reviewing drafts of Employability Skills materials.

Special thanks are due to many students who made the evaluation of this booklet possible and who contributed in the unique way that only students can.

The team would also like to thank the members of its Advisory Committee: Dale Ake, James Barge, Andrea Barrett, Elizabeth Cunningham, Jim Davis, Margaret Ferqueron, Ron Jeffries, Joe Kirkland, Tom Swift, and Gail Trapnell.

The Employability Skills Curriculum Team consists of Ora M. Kromhout, team leader and instructional designer; Linda W. Morse, instructional designer; Douglas R. Farrow, instructional designer and principal author of this unit; Barbara V. Fulghum, evaluator; Kathleen Lyons and Margaret A. Sagan, editors; and Lynn Rogers, graphic designer.

Good Work!

Making Your Time Count

Absent or Late—What Can Happen
If You Can't Come to Work, Call!
When You Get There, Work!

Getting to Know the Job

Your First Day at Work
Help—When You Need It
Nobody's Perfetc

Practicing Good Habits at Work

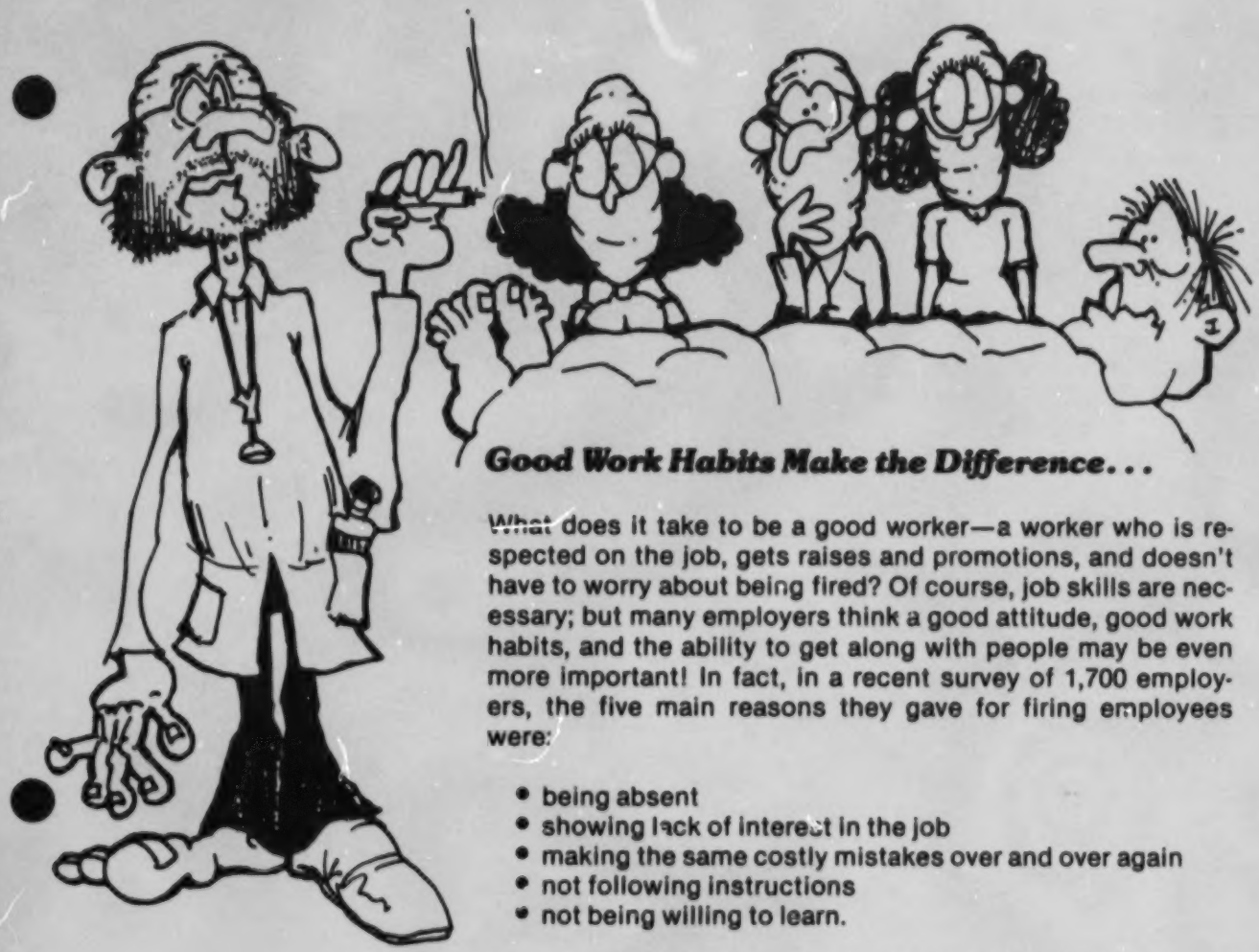
Honesty on the Job
Phone Messages and Manners
Safety First

Doing the Job Right

A Better Way to Do the Job
Waste Not, Want Not
Neatness Counts
Instructions Worth Following

Looking Good

Good Grooming
Food for Thought



Good Work Habits Make the Difference. . .

What does it take to be a good worker—a worker who is respected on the job, gets raises and promotions, and doesn't have to worry about being fired? Of course, job skills are necessary; but many employers think a good attitude, good work habits, and the ability to get along with people may be even more important! In fact, in a recent survey of 1,700 employers, the five main reasons they gave for firing employees were:

- being absent
- showing lack of interest in the job
- making the same costly mistakes over and over again
- not following instructions
- not being willing to learn.

These are the kinds of things this booklet is about. Some of them may sound like nothing more than common sense. But workers often forget how important these common sense behaviors are. They can help you succeed at school and on the job—if you use them! This booklet will give you a chance to practice your good wo k habits.

Here's how to use this booklet.

Read the objectives on page 7. The objectives tell you exactly what you should be able to do when you have finished the unit (booklet). There are two kinds of objectives in this booklet: performance objectives and knowledge objectives.

Performance objectives are marked with an arrow. A performance objective tells you what you must be able to *do*.

Knowledge objectives tell you what you should *know* when you have completed the unit.

Work through the unit. For each objective, there are several pages of instruction and some activities that allow you to practice what you have learned. Each objective also has a test.

For each *performance objective,* you will take a performance test to see whether you have mastered the skills described in the performance checklist. Each performance test includes a performance checklist that your instructor will use to see whether you have done the performance test correctly. After you finish the performance test, show your work to your instructor for approval. If it is correct, your instructor will initial the space beside that performance objective on page 7. If it is not correct, study the objective again and then take the performance test over.

For each *knowledge objective,* there is a self-test in the booklet. The self-test gives you a chance to be sure you know the objective before you take the final unit test. Try to answer these self-tests without looking up the answers, so that you will be prepared to pass the final test. Your instructor will give you the final test on the knowledge objectives when you have finished the unit.

Review the unit [illegible] you have finished the booklet, use the *Unit Review* on page 98 to be sure you know the answers to all of the knowledge objectives. This is also the time to check to see whether you have completed the performance tests.

Take the final unit test. The unit test is a written, closed-book test. You probably won't have much trouble with the final unit test if you have read the information, done the activities, and answered the self-tests without looking back for the answers.

Use the glossary. Some of the words in this booklet may be new to you, or they may be used in a different way. At the end of the unit is a glossary, which is a list of words with their meanings. Use this list when you aren't sure what a word means.

There's more to holding a job than simply having the necessary job skills. This unit will show you how good work habits can help you succeed as a worker!

> As you work through the unit, you'll find information printed in boxes like this one. You won't be tested on this information, but you may find it helpful and interesting to read.

Objectives

After completing the unit, you should be able to:

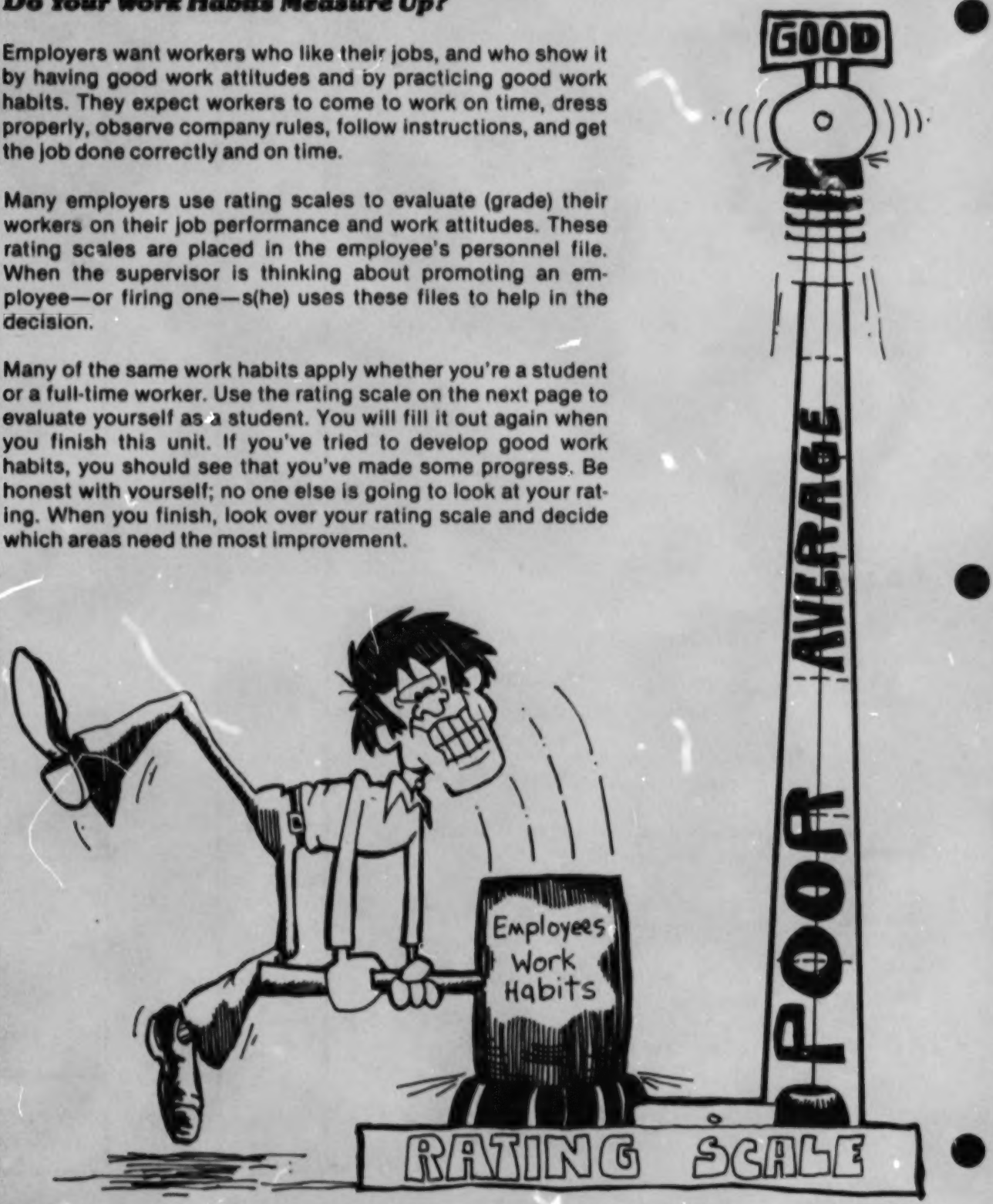
		INFORMATION PAGES	TEST PAGE	INSTRUCTOR'S INITIALS ON PERFORMANCE TESTS
	1. List four things that could happen to you if you are absent from work or late.	10-12	21	
	2. State what you should do if you will be absent from work or late.	17-18	21	
Do it!	3. Begin and finish a task on time.	20	80	
	4. State how to get help the first day on the job.	24	31	
	5. State what you should do if you make a mistake on the job.	27-28	31	
	6. List four things that may happen to someone who steals goods from work.	33-34	41	
Do it!	7. Record a phone message.	43-45	49	
	8. List three things to do if you find a safety hazard at work.	51-53	65	
Do it!	9. Complete a task without breaking any safety rules.	51-53	80	
	10. State what you should do if you discover a better way to do your job.	58-60	65	
Do it!	11. Complete a task without wasting materials.	67-68	80	
Do it!	12. Clean and return tools and materials after completing a task.	71-72	80	
Do it!	13. Follow written instructions and complete a task.	73-75	80	
Do it!	14. Follow oral instructions and complete a task.	73-75	80	
	15. Plan three balanced meals from a list of sixteen foods.	85-89	95	

Do Your Work Habits Measure Up?

Employers want workers who like their jobs, and who show it by having good work attitudes and by practicing good work habits. They expect workers to come to work on time, dress properly, observe company rules, follow instructions, and get the job done correctly and on time.

Many employers use rating scales to evaluate (grade) their workers on their job performance and work attitudes. These rating scales are placed in the employee's personnel file. When the supervisor is thinking about promoting an employee—or firing one—s(he) uses these files to help in the decision.

Many of the same work habits apply whether you're a student or a full-time worker. Use the rating scale on the next page to evaluate yourself as a student. You will fill it out again when you finish this unit. If you've tried to develop good work habits, you should see that you've made some progress. Be honest with yourself; no one else is going to look at your rating. When you finish, look over your rating scale and decide which areas need the most improvement.

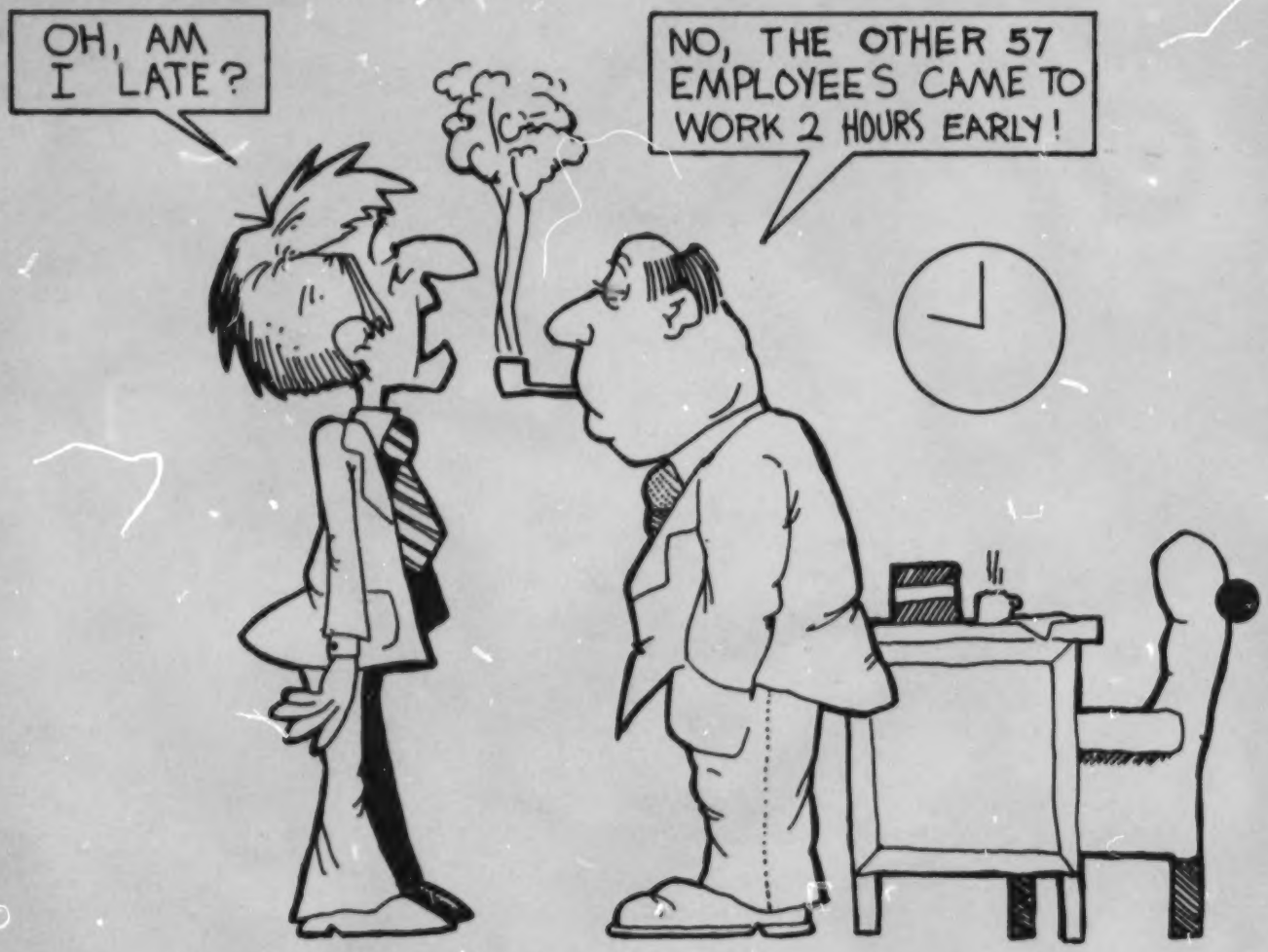


Employee Rating Scale

	Check one (✓) POOR	AVERAGE	GOOD
1. Has a good attendance record (Is seldom late or absent)	☐	☐	☐
2. Makes good use of time (Starts work promptly, doesn't waste time)	☐	☐	☐
3. Meets deadlines (Plans ahead and sees that work is finished on time)	☐	☐	☐
4. Shows initiative (Works hard without being told to)	☐	☐	☐
5. Doesn't give up easily (Tries and tries again)	☐	☐	☐
6. Shows honesty (Can be trusted, accepts the blame for own mistakes)	☐	☐	☐
7. Is dependable (Always finishes the job)	☐	☐	☐
8. Doesn't waste materials (Plans and works carefully so no goods are damaged or wasted, takes good care of tools and equipment)	☐	☐	☐
9. Obeys safety rules (Prevents accidents by following all safety instructions)	☐	☐	☐
10. Follows instructions (Pays attention while directions are being given and follows them carefully)	☐	☐	☐
11. Is willing to learn (Shows interest in improving job performance, follows up on suggestions)	☐	☐	☐
12. Works accurately (Takes care to do everything right, does not make careless mistakes)	☐	☐	☐
13. Gets along well with others (Gets along well with supervisor, co-workers, and customers; is cooperative and thoughtful of others)	☐	☐	☐
14. Shows loyalty (Speaks well of the company and its products, does not give out confidential information)	☐	☐	☐

Making Your Time Count

Absent or Late—What Can Happen



"Did you hear that Stan got fired today?"

"Yeah, Mr. Bolin really blew his top. He said that Stan had shown up late for work just once too often. He'd warned Stan last month to start showing up on time or to look for another job."

"Well, Stan did have some problems that made it hard for him to get here on time, but I guess that's *his* problem, not the company's. He knew what the hours were when he took the job."

Employers get angry when their employees aren't at work when they should be. There's a job to be done and when workers don't show up to do it, the company loses money and valuable time. When you take a job, it's up to you to arrange for transportation that will get you to work every day and on time. If you miss work, or arrive late too often, you may:

- be warned by your supervisor
- be resented by your co-workers
- receive a low employee rating
- miss a promotion or raise
- have your pay docked
- get fired.

Be warned by your supervisor. The first time you come in late your supervisor will probably not do much more than speak to you about it. If it happens again, you'll be reprimanded and given a warning that continued lateness may cost you your job. Sometimes you can't help being late or absent. Then you should let your supervisor know your reason. You may have sudden sickness in your family, or car trouble on the way to work. But even these reasons won't be accepted if they occur too often.

Be resented by your co-workers. When one employee is late or absent it often makes things harder for the other workers. They may have to do your share of the work until you show up. Or, if you are a part of a team, a whole crew may have to stand around waiting for you. Although most people don't mind helping out in an emergency, they won't want to do your job or be held up by you regularly. Besides, if you don't have to get to work on time, why should they?

Receive a low employee rating. Supervisors evaluate their workers on a regular basis, usually once or twice a year. If you are late or absent often, your attendance rating will be affected. A low rating affects not only your present job; it looks bad on your record when you apply for jobs with other companies.

Miss a promotion or raise. Your lateness and absence may cost you a raise or a chance for promotion. Workers who can't be counted on to show up give an employer the impression that they don't take their work seriously enough.

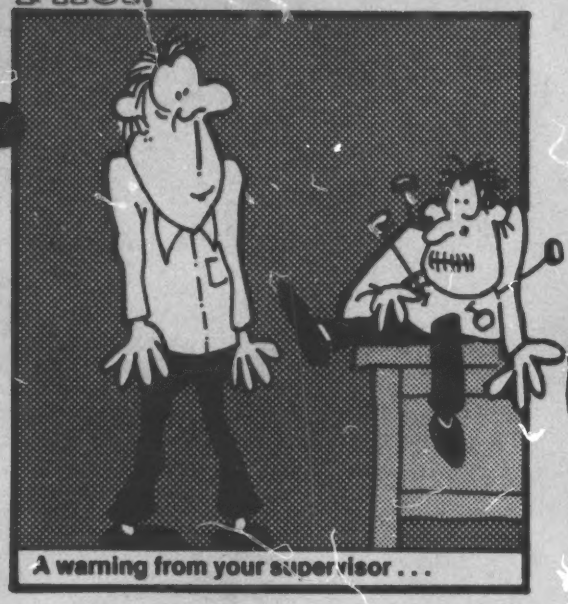
Have your pay docked. Your employer may dock your pay (subtract money from your paycheck) even if you are only a few minutes late. If you're absent, you may lose a full day's pay. If you aren't putting in a full day's work, why should you

get paid for one? Employers lose money when workers don't put in their full time. Imagine a factory that pays 100 workers each $2.50 an hour to pack boxes. If each worker misses a half hour a day by showing up late or taking a long lunch, that company will lose $125 a day, $625 a week, and $32,500 a year! That's one reason why employers are so hard on workers who are late or absent too often.

Get fired. If you continue to be absent or late you will lose your job. Most employers consider a few warnings to be sufficient. If an employees's attendance doesn't improve, the employer doesn't have any other choice but to let him/her go. The steps usually follow something like this:

- get warned by your supervisor
- be resented by your co-workers
- receive a low employee rating
- miss a promotion or raise
- your pay is docked
- get fired.

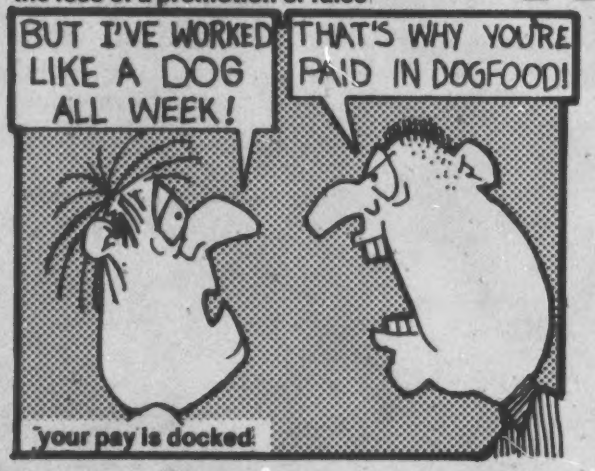
First,



the resentment of your co-workers

Then...

Finally,



Activity:

Coming Late or Not at All

1 List the six things that may happen to you if you are absent from work or late:

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

2 You are the president of Threadbare Fabrics. You pay each of your 10 employees $4 an hour to run the machines. If each worker wastes one hour a day by showing up late, taking a long lunch, or leaving early, how much money do you lose each day?

$4 an hour x 10 employees = $_____ a day

How much do you lose each week?

$_____ a day x 5 days = $_____ a week

3 Did you know that some job application forms ask you how many days you were absent from school during the past year? Most employers feel that people who are late often and miss a lot of school will probably continue to be late and miss a lot of work, too. Are you a "late" person? Here are some questions to think about. (You don't need to write down your answers.)

- Do you usually arrive a few minutes early for meetings and appointments?

  _____

- When you are late for an appointment, do you worry about the other person having to wait for you?

  _____

- About how many days have you been absent from school this year? Less than 5? More than 10?

  _____

- How does your attendance compare with other people in your class—average, better than average, or worse?

  _____

- Are you often late for school in the morning?

  _____

- What are your usual reasons for being late?

  _____oversleeping

  _____transportation problems

  _____not having clothes, books, or homework ready

  _____getting ready too slowly, or doing too many other things

  _____reasons beyond your control

- Which of these reasons could you correct if you really wanted (or needed) to?

  _____

- How could you make sure you were on time? (get an alarm clock, take an earlier bus, set out clothes the night before, etc.)

  _____

4 Being on time is important for most jobs, but for some occupations it's critical. See if you can list three occupations for which you would always have to be exactly on time.

_____

_____

_____

Turn the page to check your answers.

Check your answers.

1. These six things may happen to an employee who is absent from work or late:

   a. get warned by the supervisor
   b. be resented by co-workers
   c. receive a low employee rating
   d. miss a promotion or raise
   e. pay is docked
   f. get fired.

2. As president of Threadbare Fabrics you will lose:

   $4 an hour x 10 employees = *$40 a day*
   $40 a day x 5 days = *$200 a week*

3. Think about the answers you gave to these questions. If you miss school a lot, you may be hurting your chances of getting the job you want some day. And if you have a habit of being late, you'll find it hard to keep a job.

4. Here are some occupations in which you won't last long if you aren't on time. You may have thought of some others in addition to these.

   airplane pilot
   surgeon
   concert musician
   teacher
   basketball coach
   firefighter
   judge
   bus driver
   radio announcer

If You Can't Come to Work, Call!

Employers realize that sometimes things come up that keep you away from the job. If you have a flat tire on the way to work or a member of your family is suddenly ill, you have a good reason for being late. But having a good reason isn't enough. Your employer has to know about it. As soon as you know that you will be late or absent, *call* your supervisor. *Explain* briefly what has happened, and say when you will come to work. If possible, let your supervisor know how you plan to make up for your absence and get your work done. Perhaps a co-worker can take over for you. Or maybe you can work overtime the next day. The important thing is to:

- call
- explain.

A phone call can solve some of the problems caused by your being absent. It gives your supervisor time to find another person to handle your job, to call off a meeting, or to make necessary changes in the work schedules (deadlines). A phone call also shows your employer that you care about your job, that you are responsible, and that you have a good reason for not being at work. If you're too sick to phone, or if your phone isn't working, ask a friend or relative to call in for you (and to explain why you can't call in yourself).

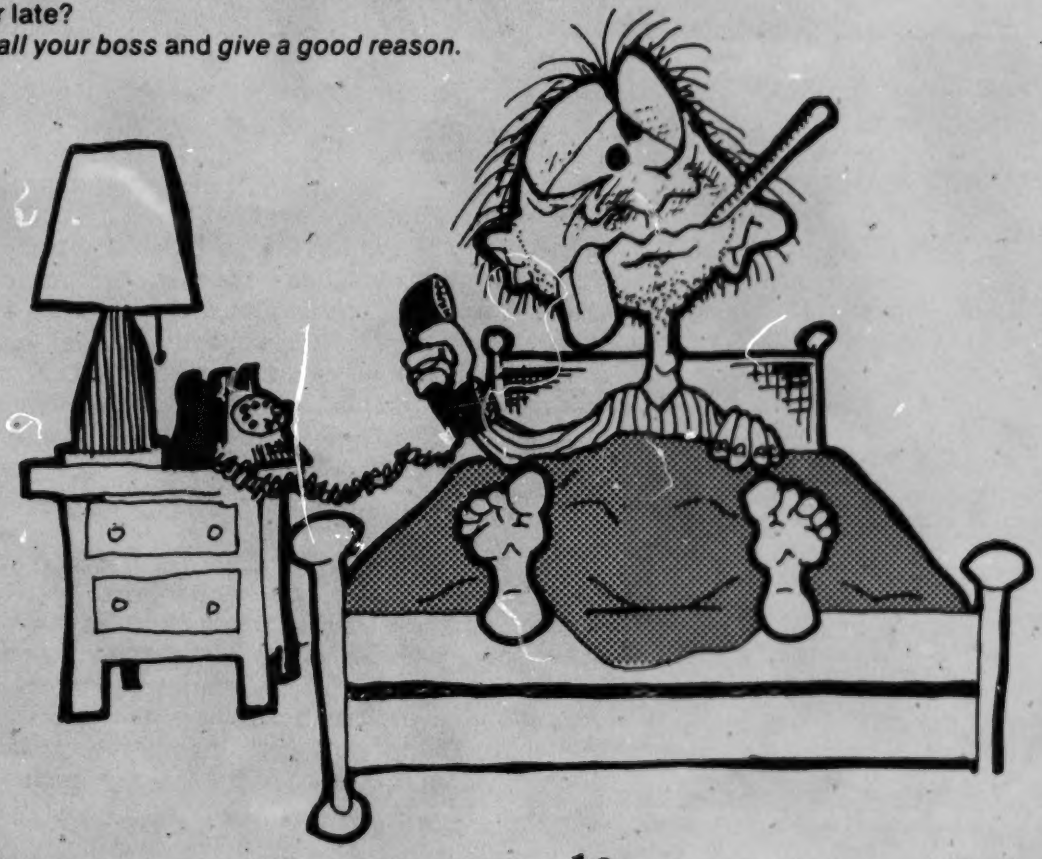
Be considerate! Don't expect your employer to be able to adjust the work schedule on five minutes' notice. The sooner you call, the more time s(he) has to make necessary arrangements. Whenever you have to miss work, remember: *call in as soon as you know that you won't be able to come in to work.*

Don't just leave a message that you won't be in; *explain why.* Your supervisor will understand if s(he) knows that you are sick or have an emergency. But don't expect anyone to be patient with excuses such as: you don't have a way to get to work, you overslept because you were out too late the night before, or you just don't feel like coming to work that day. Even a good reason, such as taking care of your sick children, won't work forever. When you accept a job, you accept the responsibility for being there during work hours. You'll need to plan for someone else to take care of your personal responsibilities when you are at work.

If possible, explain how you plan to take care of your work. Show your supervisor that you care about your job by helping to solve problems caused by your absence.

Question: What should you do if you will be absent from work or late?

Answer: *Call your boss* and *give a good reason.*



Activity:

Finding a Solution

In the two stories below, the employees have real problems that sometimes make them miss work or arrive late. Read each story, then choose one to consider. If you were the employee, how would you try to work out your problem with your supervisor? If you were the supervisor, what solution would you be willing to accept?

1

When Phil took a job working part-time for a large sporting goods store, he made arrangements to ride to work after school with another student who worked in the same store. After a few weeks, however, Phil's hours were changed. Now the only way he can get to work is by bus. If his last period teacher doesn't keep the class late, and if he rushes, he can just catch the bus that gets him downtown 15 minutes early for work. If he misses that one—and he often does—he arrives 15 minutes late. Phil's supervisor has asked him to stop by his office tomorrow, and Phil has a feeling it's about his being late so often. Phil needs the job and wants to keep it. What should he do?

2

When Glenda decided to go back to work, her mother offered to keep her 3-year-old daughter during the day. But lately her mother has been too sick to watch the child, and on those days Glenda has had to stay home with her daughter. Her supervisor has suggested that Glenda enroll her child in a day care center, but Glenda is worried that she can't afford it. If she doesn't find some solution to her problem, however, she is going to lose her job. If you were Glenda, how would you handle this problem?

Write your suggestions here.

There are no right or wrong answers to these questions, because each person looks for a solution that s(he) thinks is best for him/her. To get some idea of different approaches to problem solving, discuss your answers with one or two other students who have completed this activity.

When You Get There, Work!

Many workers think that a good attendance record is enough to satisfy any employer; so they arrive on time, but then they cut their workday short by doing personal things. It's so easy to waste time that many workers don't realize that's what they're doing. Some take long lunch hours or too many coffee breaks. Others spend time on the phone talking with friends or handling personal business. Some waste company time by talking to co-workers when they should be working. This wastes twice as much time, since the co-worker stops working too.

Wasting company time, like missing work, costs the employer money. Employers don't expect you to work for eight solid hours without a break. In fact, many allow their workers a morning and afternoon break of about 15 minutes. But, when break time is over, employers have the right to expect a full day's work.

Two big problems that many workers seem to have are beginning a task on time and getting it finished on time. Bob is a worker who has both troubles. It seems to take him forever to get started on a task. He always has to get some coffee first, or sharpen his pencil. Once he does begin, he never stays with the task very long. He works a little, daydreams a little, talks a little, and then works some more. No wonder he never meets his deadlines!

Some tasks have assigned deadlines. Your supervisor may say, "Ms. Wallace, I need a complete report on the Taylor account by Monday morning." But for tasks that don't have assigned deadlines, employers expect their employees to set goals for themselves. Workers who get their work done on time try to figure out how long it will take them to finish a certain amount of work—a few hours or a few days. Then they keep this deadline in mind and work toward it. Many workers find it helpful to make notes of their deadlines on a calendar at work.

Employees who want to keep their jobs have to get their work done on time. That means:

- begin the job right away
- keep working until the job is done
- keep deadlines in mind and stick to them.

Name _____

Date _____

Self-Test

Objective 1

Maria works at the Breadbasket Bakery in Heatproof, Florida. She comes to work late at least once a week. What are four things that could happen to Maria for being late so often?

1. _____

2. _____

3. _____

4. _____

Objective 2

What are two things you should do if you know you will be absent from work or late?

1. _____

2. _____

Check your answers on the next page.

Answers to Objective 1

For coming to work late so often, Maria may:

- be warned by her supervisor
- be resented by her co-workers
- receive a low employee rating
- miss a promotion or raise
- have her pay docked
- get fired.

If you were unable to give at least three of the above answers, review pages 10-13.

Answers to Objective 2

If you know you will be absent from work or late, you should:

- call your employer
- give a good reason (explain why).

If you were unable to give both answers, review pages 17-18.

Getting to Know the Job

Your First Day at Work

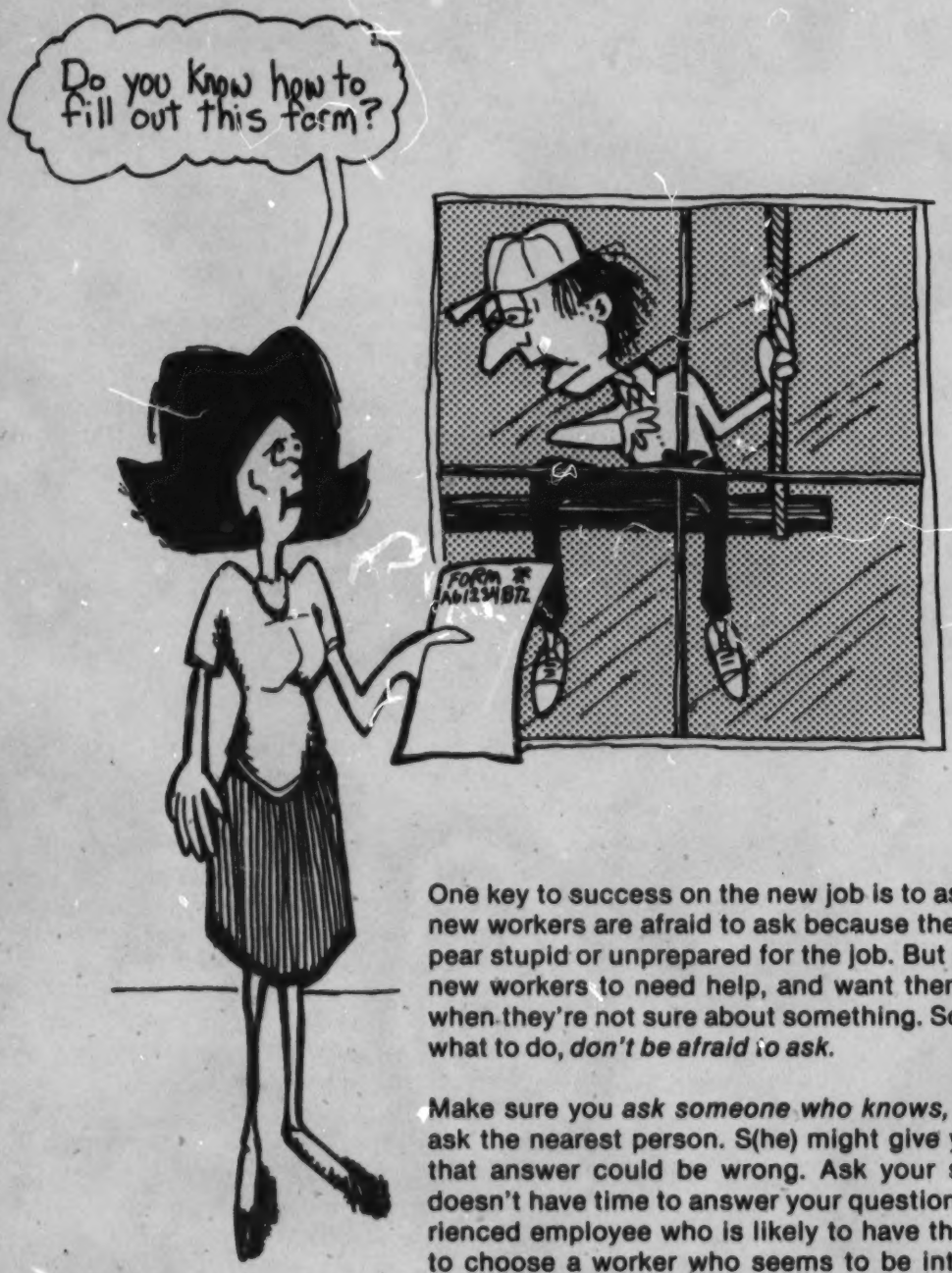
It was chilly and wet as Sarah walked up to the door of the three-story building. This was her first day on the job, the job she had wanted so badly. But now she felt nervous. Would her work be good enough? Would the other employees be friendly, or would she feel like an outsider? What kind of person would her new boss be?

"At least I'm not late," she thought. Good thing she'd left home a little early, because traffic was slow this morning. Sarah opened the door and went in . . .

The first day on the job is difficult for everyone. It's common for new workers to feel unsure of themselves, to make mistakes, and to forget names. Some even get lost! But most people manage to get through it all right. During the first couple of weeks on the job, the worker learns job duties and gets to know the other employees. Most employers expect workers to have some problems during this breaking-in period. That's why so many large companies put their new employees through special training or orientation programs to introduce them to the company and to their new job.

At some businesses, the older workers put new employees through their own kind of orientation program: they may tease them, ask them for tools that don't exist, or send the new employees on errands. This is often called "gopher work" because the new worker is asked to go-for this and go-for that. The new employee just needs to keep a sense of humor and remember that this won't last very long.

Most of the time, though, the boss and the other workers are eager to help the new employee learn the job and join the regular work crew. After all, the employer doesn't really get too much good work out of trainees (new workers) until they know the job well. The sooner the trainee learns the job, the better it is for everyone.



One key to success on the new job is to ask questions. Many new workers are afraid to ask because they don't want to appear stupid or unprepared for the job. But supervisors expect new workers to need help, and want them to ask questions when they're not sure about something. So, if you don't know what to do, *don't be afraid to ask.*

Make sure you *ask someone who knows,* though. Don't just ask the nearest person. S(he) might give you an answer, but that answer could be wrong. Ask your supervisor. If s(he) doesn't have time to answer your question, then ask an experienced employee who is likely to have the right answer. Try to choose a worker who seems to be interested in doing a good job.

When asking questions, remember to keep your questions short and to the point. Then listen carefully to the answers you get (take notes if necessary) so you won't have to keep asking.

Activity:

Getting Help

1 This is Barbara's first day at Larry's Shine-O-Mat Carwash. Larry has asked her to go over and mix the suds for the large brush wheels. When she gets there, she finds the soap and a very confusing chart on the wall that explains how to mix it. Barbara reads the chart but still isn't exactly sure how to do it. What should she do?

_____

2 The first week or two on a job are usually a breaking-in period for new workers. What are two things a new worker is likely to experience during the first few weeks?

a. _____

b. _____

3 What is the main rule to follow when you are new on the job? If you aren't sure that you know what to do,

_____

_____

Turn the page to check your answers.

Check your answers.

1. Barbara should ask Larry to show her how to mix the suds. She should *not* try to do it herself until she knows how.

2. You should have included any two of these:

   - training or orientation programs
   - nervousness or confusion
   - mistakes or problems as you learn the job
   - lowly tasks that are not part of your regular job ("gopher work")

3. If you aren't sure that you know what to do, *ask someone who does know what to do.*

Nobody's Perfetc

Ed checked the last fitting on the carburetor, slammed the hood of the new model compact shut, and proudly walked up to Jerry, the head mechanic.

"I'm finished with Ms. Evan's car, and 20 minutes early. Do you want me to start working on Mr. Hargrove's brakes?"

"Yeah, Ed. But go up and check the work orders first. I think Mr. Hargrove is having trouble with his carburetor."

Ed was confused. He had already looked at the orders once this morning, and remembered seeing one order for a brake job and one for a rebuilt carburetor. If Mr. Hargrove needed the carburetor, what did Ms. Evan want? He felt a little sick when he finally found Ms. Evan's work order for new brake shoes, just as she drove up.

"Uh-oh," he swallowed and hurried toward the garage. "Jerry . . . ?"

Mistakes are easy to make, especially when you're new on the job. Supervisors know this, and they usually are patient with new workers if they make a mistake—but not if they keep making the same mistake again and again. Here's what you should do if you make a mistake on the job.

Report big mistakes to your supervisor. Don't get upset, make excuses, or try to shift the blame to someone else. But do tell your supervisor, so that s(he) can take care of any problems that might result from your mistake.

Correct your mistake as best you can. If you're with a customer, apologize for your mistake and do whatever is necessary to correct it. If your mistake involves safety, it needs your immediate attention. Just be sure you know how to correct it before you do anything. Don't make things even worse by "correcting" mistakes the wrong way! Ask your supervisor if you aren't sure. (This is especially true of mistakes with equipment and machines.)

Avoid making the same mistake again by taking some positive action. Try to change the conditions that caused you to make the mistake. Find out exactly what you did wrong and learn to do the job correctly. You may need to write a note to yourself to help you remember. If your mistake was missing a meeting or forgetting to do something, buy a calendar and write down dates and deadlines. Learn from your mistakes.

REMEMBER!

Report big mistakes to your supervisor.

Correct your mistake.

Avoid making the same mistake again by taking some positive action.

Activity:

Catching Your Mistakes

Read each problem below. Then place a check (✓) beside the best answer.

1 Melinda is a cashier at Tom and Jerry's Pet Store. She just incorrectly wrote up a sales slip and the customer has pointed out her error. Melinda should:

- ☐ apologize and thank the customer, then correct the error.
- ☐ say, "Oh, I knew I made a mistake."
- ☐ smile and say nothing.
- ☐ say, "How sharp you are! You sure do pay attention to details."

2 Jack assigns loads to trucks at Wholesale Grocers. Yesterday he switched the loads of three trucks so that the loads did not match the drivers' delivery instructions. Jack's supervisor is blaming the drivers for the error, even though they followed Jack's orders. Jack should:

- ☐ agree with his supervisor that it was the drivers' fault.
- ☐ keep quiet about his mistake and apologize to the drivers in private.
- ☐ tell the supervisor how the mistake was made and apologize to the drivers for the trouble he caused.
- ☐ take no action since admitting his error will just mean more trouble.

3 Jim works as a sales clerk in a shoe store. He waited on a customer, rang up the bill incorrectly, and then said, "Oh, I'm sorry. I've overcharged you. Let me correct my error." Jim did this to four different customers within a half hour. He should:

- ☐ feel good about catching his errors.
- ☐ say, "Gee, this cash register is just awful! It can't even add two simple numbers together."
- ☐ ask his supervisor to have the cash register fixed, even though none of the other salespeople have had any trouble with it.
- ☐ learn how to operate the register properly.

4 Why is it important to report mistakes to your supervisor?

_____

_____

_____

Check your answers with those on the next page.

Check your answers.

1. Melinda should:

   ☑ apologize and thank the customer, then correct the error.

2. Jack should:

   ☑ tell the supervisor how the mistake was made and apologize to the drivers for the trouble he caused.

3. Jim should:

   ☑ learn how to operate the register properly.

4. There may be results of your mistake that you don't know about. Your supervisor has the special knowledge and experience to recognize and correct problems caused by mistakes like these: sending letters to the wrong people, mixing cleaning solutions incorrectly, or delivering an improperly repaired car to a customer.

   Another good reason for reporting mistakes is that your supervisor needs to know if you are having difficulty learning the job. For example, even though you apologize to a customer for your mistake and correct it, the customer may decide to report it to the manager. If the manager receives many complaints like this, s(he) will probably talk to your supervisor about your work. If your supervisor already knows about your errors, s(he) will be able to explain to the manager how they occurred, why, etc. If your supervisor isn't aware of your mistakes, however, both s(he) and the manager may begin to question your ability to do a good job.

Name _____

Date _____

Self-Test

Objective 4

Today is Christopher's first day of work at the Tallahassee Alligator Farm. His job is to feed the alligators, but he isn't sure how to do this. What should he do?

_____

_____

_____

Objective 5

Archie has been working at the lumber yard for a month now and has learned his job fairly well. But today a customer brought back an order of boards that Archie cut yesterday because they were too long. What three things should Archie do about his mistake?

1. _____
2. _____
3. _____

Turn the page to check your answers.

Answers to Objective 4

Christopher should go back and ask his supervisor what to do. He should not try to feed the alligators until he knows the right way to do it.

Review page 24 if you answered incorrectly.

Answers to Objective 5

Archie should:

1. tell his supervisor about his mistake
2. cut the boards to the correct length
3. avoid such mistakes in the future by checking the order form before cutting the wood.

Remember "RCA":

REPORT your mistake to your supervisor
CORRECT the mistake
AVOID making that mistake again

If your answer did not include at least two of these steps, review pages 27-28.

Practicing Good Habits at Work

Honesty on the Job

Most employers overlook occasional mistakes as long as their employees try to do their best, learn from their mistakes, and accept responsibility for them. But there is one mistake that employers neither forgive nor forget: stealing from work. Employees who are caught stealing can lose more than their jobs. They lose a number of opportunities for their future as well. In this way, they are cheating themselves as well as their employer.

Some workers steal things on purpose. They know that if they are caught they can be arrested. But many employees who take things from work don't realize that they are stealing. The waitress who gives her friend an extra hamburger without charging him for it may not feel that she is stealing. The hardware salesman who takes home a can of paint for his garage may not consider himself a thief. But he is stealing. Any time an employee takes goods without permission, that is stealing.

A lot may happen to an employee caught taking goods or money from work. Some companies have a policy (practice) of turning over to the police any employee who is caught stealing. Even if the employee isn't turned over to the police, there are bound to be other serious results. Look at what happened to Barry.

Barry has been stealing auto parts from the warehouse where he works. Yesterday his boss, Mr. Case, caught him taking some hand tools. Now Mr. Case has a difficult decision to make. He can do one of three things: he may have Barry arrested; he may fire Barry without having him arrested; or, if he feels there are good reasons for doing so, he may decide to give Barry a second chance. But in any case, a number of unpleasant things can happen to Barry.

If Barry is arrested:

- he may have to go to court. If he is found guilty he may have to pay a fine or go to jail.
- he will get a police record, which may prevent him from getting a job in the future, or from getting into some colleges.

If Barry is fired:

- he will have trouble getting another job because his last employer, Mr. Case, will give him a poor recommendation
- he will not be able to get unemployment compensation (regular payments to people who lose their jobs *through no fault of their own*).

Even if Barry is given a second chance:

- he may have to pay for the goods that he stole
- he may lose the trust of his employer, his supervisor, and his co-workers
- he may get a bad reputation, with a report of his stealing put in his company personnel file
- he will probably get a poor employee rating
- he will probably not get a promotion or raise for a long time.

While working as a stock boy for Howie's Hobby Shoppe, Lonnie has his eye—and his hands—on a somewhat expensive model. He's almost out the door when...

...unknown to Lonnie, Howie sees it all! How will Howie deal with this serious problem?

Are you lifting that box, son?

No, it's actually holding me up...

IS LONNIE RUINED?

I COULD FIRE LONNIE, HAVE HIM ARRESTED, OR MAYBE GIVE HIM A SECOND CHANCE. HMMM!

IF YOU WERE LONNIE'S BOSS, WHAT WOULD YOU DO?

Activity:

Taking Goods from Work

1 Ken Wood has been taking home parts from work so he can build his own stereo set. List four things that may happen to him if he is caught.

a. _____

b. _____

c. _____

d. _____

2 Janet works as a stock clerk at the Thrifty Market. The owner, Mr. Scott, hired her even though she was fired from her last job for stealing. He believes that everyone should be given a second chance.

One day Mr. Scott called Janet into his office. The store records had been coming up short and he knew that someone had been stealing. Janet said she didn't know who was to blame, and that she had never stolen anything from the store. Mr. Scott said he was sorry, but he was going to have to fire her anyway.

a. Do you think Mr. Scott would have fired Janet if she didn't already have a reputation for stealing?

_____

b. If you were Mr. Scott, would you have fired Janet? Why?

_____

_____

_____

Turn the page to check your answers.

Check your answers.

1. You should have listed any four of these results. Ken may:

   - be arrested, jailed, or fined
   - get a police record
   - get fired
   - have trouble getting another job or getting into college
   - be unable to get unemployment compensation
   - be given a second chance
   - have to pay for the stolen goods
   - lose the trust of employer, supervisor, and co-workers
   - get a bad reputation, with a record of his theft put in his company file
   - get a poor employee rating
   - miss a raise or promotion.

2. Since both of these questions ask for *your* opinion, there are no right or wrong answers. Here are some examples of what you might have written.

   a. Mr. Scott probably wouldn't have fired Janet if she hadn't already had a reputation for stealing. Usually, employers will give an employee the benefit of the doubt when they don't have definite proof.

   b. You may have chosen to fire Janet, especially if you trust your other employees and never had a problem with stealing before you hired her. On the other hand, you may have chosen to wait until you were sure you knew who the thief was.

When you're new on the job...

1. Plan to get to work a little early. You'll make a good first impression on your supervisor and you won't feel rushed.
2. Don't be surprised if you feel nervous. That's natural.
3. Listen carefully to instructions, names, and information. Even though you probably won't remember *everything* the first time around, your supervisor and co-workers will appreciate your effort.
4. Show interest in your work and in learning how to do it correctly.
5. If you're not sure how to do something, ask someone who knows.
6. If you make a mistake while you're learning, don't get upset. Just report it to your supervisor and find out how to correct it. Employers are understanding if you have some difficulty at first—it's when you *continue* making the same mistakes that they get angry.
7. Learn your company's rules, regulations, and procedures and *follow* them. Be especially careful to obey safety rules.
8. Don't get discouraged. New jobs are hard at first, but the newness wears off in a week or two. Soon you'll feel comfortable and confident in your new position.

39

Name _____

Date _____

Self-Test

Objective 6

Phil pumps gas at the Key West Service Station. When his friends come to the station, he sometimes gives them free gas and oil. List four things that could happen to him if he is caught stealing from work.

1. _____

2. _____

3. _____

4. _____

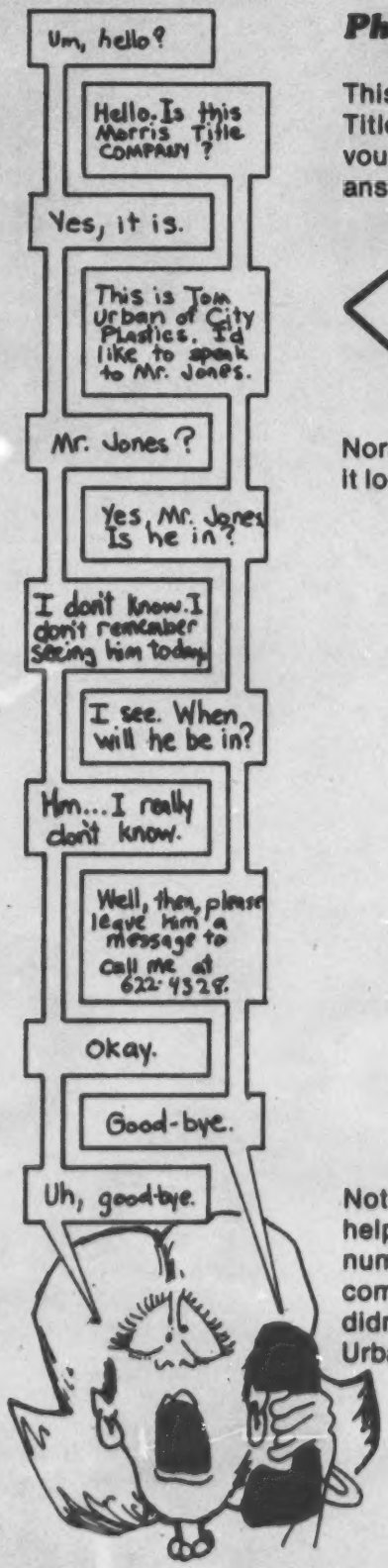
Turn the page to check your answers.

Answers to Objective 6

Phil could:

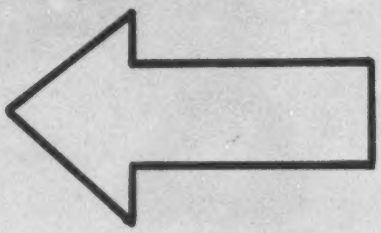
- be arrested, jailed, or fined
- get a police record
- get fired
- have trouble getting another job or getting into college
- be unable to get unemployment compensation
- be given a second chance
- have to pay for the stolen goods
- lose the trust of employers, supervisors, and co-workers
- get a bad reputation by having a record of his theft put in his company file
- get a poor employee rating
- miss a raise or promotion.

If you could not list at least three of the above, review pages 33-34.


Um, hello?
Hello. Is this Morris Title COMPANY?
Yes, it is.
This is Tom Urban of City Plastics. I'd like to speak to Mr. Jones.
Mr. Jones?
Yes, Mr. Jones Is he in?
I don't know. I don't remember seeing him today.
I see. When will he be in?
Hm... I really don't know.
Well, then, please leave him a message to call me at 622-4328.
Okay.
Good-bye.
Uh, good-bye.

Phone Messages and Manners

This is Nora's first day on the job as secretary at the Morris Title Company. Nora is unsure of herself, and gets more nervous each time the telephone rings. It rings again, and Nora answers.



Nora wrote down the message, but not correctly. Here's how it looked:

To MR. JONES

Date _____ Time _____ AM PM

WHILE YOU WERE OUT

M TOM

of ?

Phone 622-4382

Message CALL HIM

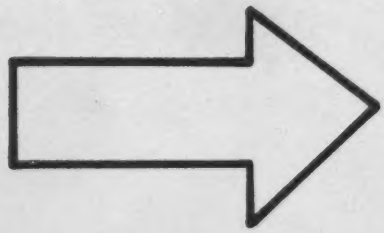
Operator _____

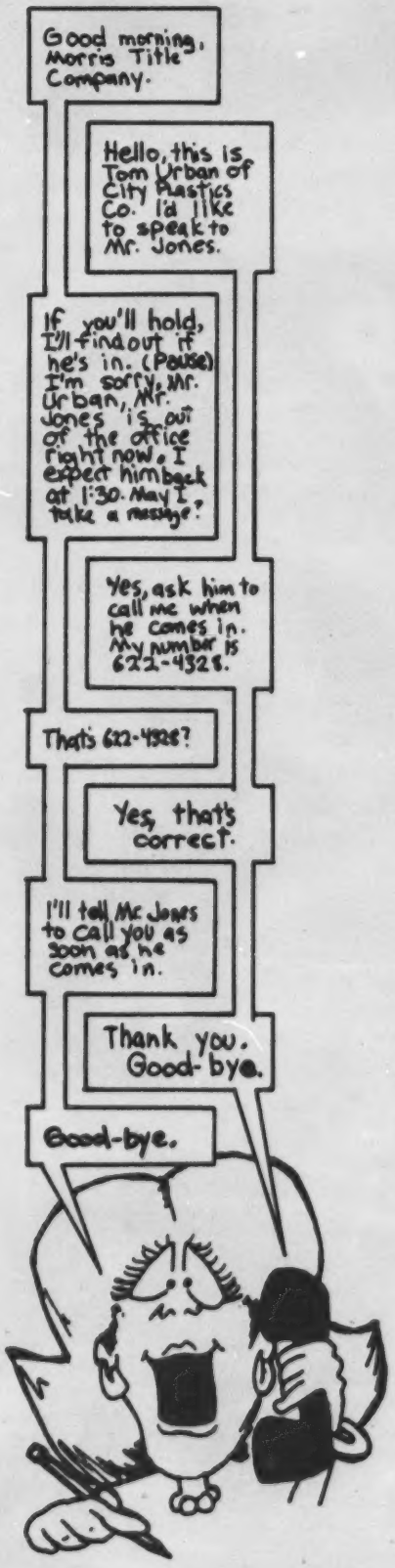
Not only did Nora confuse the message, but she was of little help to Mr. Urban. He had to ask if he had called the right number, because Nora didn't answer with the name of the company. She didn't know if Mr. Jones was in the office and didn't make any effort to find out. Besides wasting a lot of Mr. Urban's time, she gave him a bad impression of the company.

Secretaries aren't the only people who need good telephone skills. No matter what your work is, you'll probably have many occasions to take phone messages for your supervisor and co-workers. When answering a business phone an employee should always:

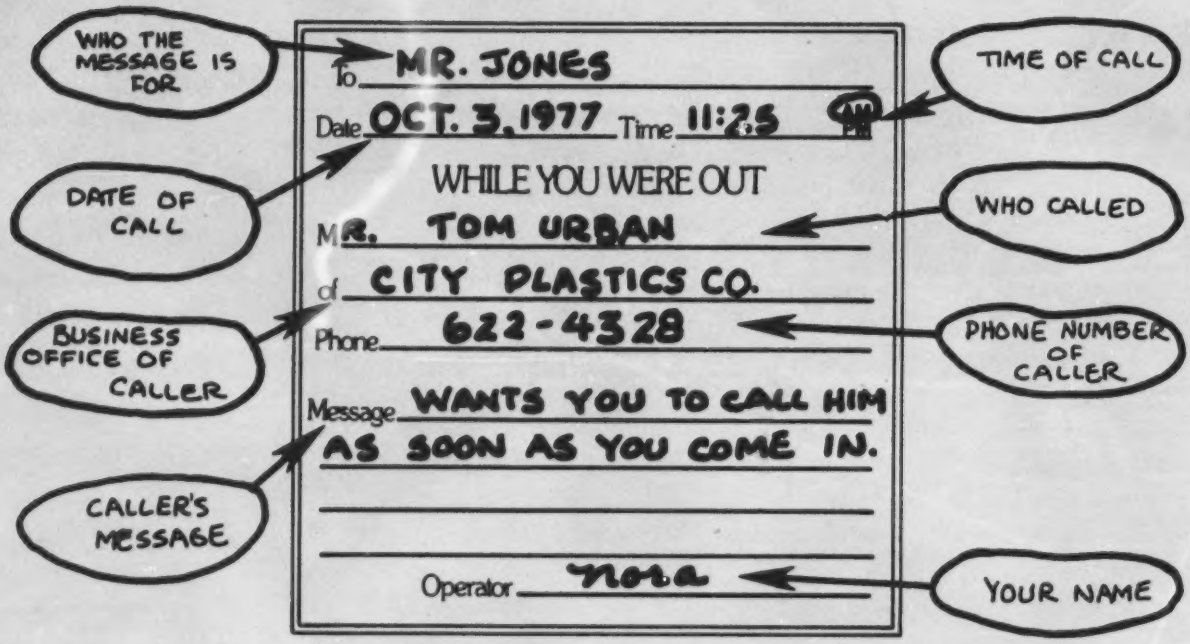
- answer with the name of the company
- speak clearly
- be polite and pleasant
- record the message correctly and completely
- deliver any messages as soon as possible.

Nora's conversation should have gone something like this:




Good morning, Morris Title Company.
Hello, this is Tom Urban of City Plastics Co. I'd like to speak to Mr. Jones.
If you'll hold, I'll find out if he's in. (Pause) I'm sorry, Mr. Urban, Mr. Jones is out of the office right now. I expect him back at 1:30. May I take a message?
Yes, ask him to call me when he comes in. My number is 622-4328.
That's 622-4328?
Yes, that's correct.
I'll tell Mr. Jones to call you as soon as he comes in.
Thank you. Good-bye.
Good-bye.

Her message would have looked like this:



When you take a message for someone, be sure to write down all of this information. Use a form like the one shown above, or write the information on another sheet of paper. If the caller doesn't give you the information, don't hesitate to ask for it. It's perfectly correct to say, "May I ask who's calling please?" The person who missed the call will want to know. If the message is very important, or if you aren't sure that you understand it, repeat it to the caller. It's especially important to check numbers by repeating them—phone numbers, addresses, number of items ordered, and so on. That is what Nora did to be sure that she had Mr. Urban's correct phone number. Remember to write your name on the bottom of the form, in case the person you took the message for has any questions.

Activity:

Taking Phone Messages

Team up with another student to practice taking phone messages. Pretend that you are having a phone conversation. Your partner (the caller) will read one of the scripts below. You will answer the phone, make up a company name, reply in your own words, and record the message (blank message forms are on the next page). Ask the caller any questions necessary to get all the information you need to fill out the form. The caller will use the checklist below to grade your work. Then change roles and let your partner take the message, using the other script. Then check your partner's work.

Script 1

Ring!
Hello, this is Mr. Arthur of King Real Estate. May I speak to Mr. Court?
Please ask him to call me at 224-4244 some time today.
Thank you. Good-bye.

Script 2

Ring!
Hello, this is Ms. Fowles of Crumb's Fried Chicken. May I speak to Ms. North?
Please ask her to call me at 321-4567.
Thank you. Good-bye.

Checklist

Did your partner:

- ☐ answer with the name of a company?
- ☐ speak clearly, politely, and pleasantly?
- ☐ record the message correctly and completely on the message form?

Blank forms and correct answers are located on the next two pages.

Write your phone messages here.

To _____

Date _____ Time _____ AM PM

WHILE YOU WERE OUT

M _____

of _____

Phone _____

Message _____

_____

_____

_____

Operator _____

To _____

Date _____ Time _____ AM PM

WHILE YOU WERE OUT

M _____

of _____

Phone _____

Message _____

_____

_____

_____

Operator _____

Your forms should look like these.

Script 1

To MR. COURT

Date (TODAY'S DATE) Time (NOW) AM PM

WHILE YOU WERE OUT

MR. ARTHUR

of KING REAL ESTATE

Phone 224-4244

Message CALL HIM TODAY.

Operator (YOUR NAME)

Script 2

To MS. NORTH

Date (TODAY'S DATE) Time (NOW) AM PM

WHILE YOU WERE OUT

MS. FOWLES

of CRUMB'S FRIED CHICKEN

Phone 321-4567

Message CALL HER.

Operator (YOUR NAME)

Name _____

Date _____

Performance Test

Objective 7

Your instructor will role-play someone making a phone call to you. Use the form on the next page to record the message. ***Ask questions, if necessary, to get all the information you need.*** When you have taken down the message, compare your work to the checklist below. Then show your completed message form to your instructor. S(he) will check it using the same checklist. All items must be checked for you to pass this objective.

Performance Checklist

- ☐ Answered with the business name of the firm (Make up an office name.)
- ☐ Answered clearly, politely, and pleasantly
- ☐ Wrote down the name of the person the message is for
- ☐ Wrote down the date and time
- ☐ Wrote down the caller's name
- ☐ Wrote down the name of the caller's business office
- ☐ Wrote down the phone number of the caller
- ☐ Wrote down the message
- ☐ Wrote down your name

Phone Message Forms

To _____

Date _____ Time _____ AM PM

WHILE YOU WERE OUT

M _____

of _____

Phone _____

Message _____

_____

_____

_____

Operator _____

To _____

Date _____ Time _____ AM PM

WHILE YOU WERE OUT

M _____

of _____

Phone _____

Message _____

_____

_____

_____

Operator _____

To _____

Date _____ Time _____ AM PM

WHILE YOU WERE OUT

M _____

of _____

Phone _____

Message _____

_____

_____

_____

Operator _____

Safety First

"Delores, what happened to your arm?"

"I broke it at work last week."

"You're kidding. I thought you worked in a law office, not in a machine shop."

"Don't laugh. Believe me, a broken arm hurts whether you get it in a factory or an office."

Each year one out of every four workers has an accident that is serious enough to demand a doctor's attention. Such injuries are not only painful; they can also be expensive for the worker, because time away from work almost always means some loss of pay. Yet most of these injuries could have been avoided. The best way to prevent accidents is to be concerned with safety, to obey safety rules, and to know what to do if you discover an unsafe condition or a safety violation.

One problem is that most people don't think an accident will ever happen to them. That's why they are sometimes careless and ignore safety rules like these:

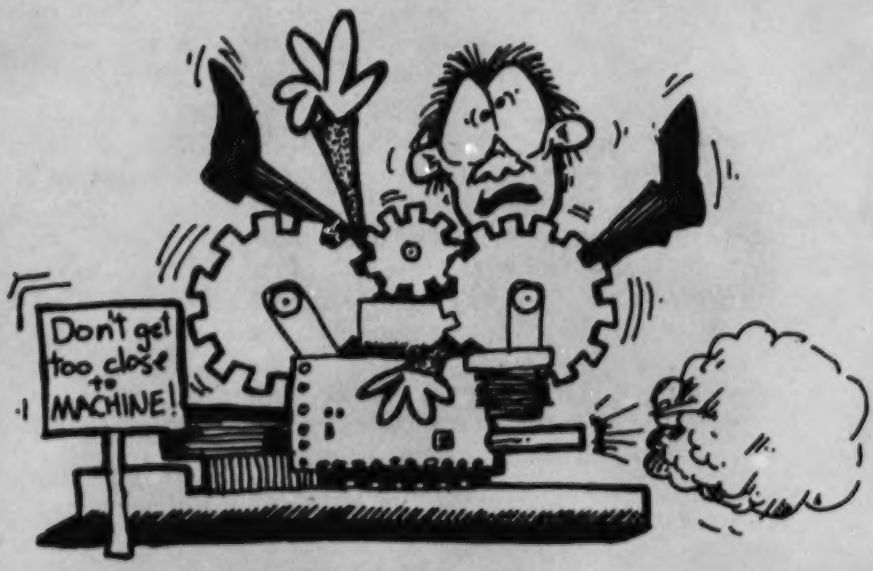
Turn off all machinery before making repairs or adjustments.
Wear hard hats in this area.
Don't operate cars or machinery after taking this cold medicine.
Turn off your car engine before pumping gas.
Don't put out cigarettes in the trash containers.
No smoking!

Part of any job is learning and following safety rules. *All* workers need to be concerned with careless or unsafe acts, not just people who work in construction or with machinery. For example, office workers can be injured by file cabinets that fall forward when several heavy drawers are pulled out at the same time. Some rules apply to any job, however, such as, "Disconnect electrical equipment by pulling the plug, not the cord."

New workers need to learn the safety rules and special hazards (dangers) of their jobs. They should also find out where the fire extinguishers, fire exits, and the first aid kit are located. It's a good idea to look up and post emergency telephone numbers, too.

An alert worker who sees an unsafe condition or a safety violation can prevent accidents by doing something about it right away. If you find a safety hazard, take action in one or more of these ways:

- try to correct the unsafe condition
- warn others
- tell your supervisor
- tell those who caused the safety violation
- get in touch with your safety officer or repair staff
- check back to be sure the violation has been corrected.



Try to correct the unsafe condition. Often you can correct a safety hazard right there on the spot. You can pick up broken glass or tell a beginning worker to put on safety goggles. If you see a slippery spill on the stairs, wipe it up yourself or report it to someone else who will do it. This is the best and fastest way to correct a violation and prevent an accident.

Warn others. Sometimes you cannot correct a dangerous condition right on the spot. You may have to leave the area for tools or call someone else to make repairs. To keep others from being hurt while you are gone, you should warn them of the danger. You may point it out to your co-workers or leave a big sign that everyone coming near the area will see.

Tell your supervisor. Some safety hazards can be corrected only by the person in charge. But even if you have already corrected the situation yourself, it is a good idea to report it to your supervisor. S(he) may want to change the way things are done on the job to make sure the violation doesn't happen again. Or s(he) may think it's a good time to remind others of the possible dangers of their work.

Tell those who caused the situation. If you see someone breaking a safety rule, or you know who has caused a safety hazard, go ahead and ask the person to correct it. S(he) will be less likely to make the same mistake again. New workers sometimes break safety rules because they don't know the rules exist. If you don't tell them they may hurt themselves or cause someone else to get hurt.

Get in touch with your safety officer or repair staff. Sometimes safety hazards can be corrected only by specialists or experts. This is especially true with machines and electrical equipment. You should *not* try to correct hazards involving special equipment unless you know *exactly* what you are doing. You could end up a victim of the safety hazard you are trying to correct.

Check back to be sure the violation has been corrected. If not, find out why or report the hazard again.

Activity:

Playing Safe

1

List the six things you could do if you discover a safety hazard.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

2

Each of these drawings shows a safety rule being broken. In the spaces below, write the safety rules that the worker should follow.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

3

In the space before each occupation, write the letter of the safety rule that applies to workers in that occupation.

OCCUPATION	SAFETY RULE
_____auto mechanic	a. Wear protective clothing when mixing and applying pesticides.
_____hair stylist	b. Turn off typewriter before changing ribbon.
_____office worker	c. Never mix cleaning products that contain chlorine and ammonia.
_____homemaker	d. Check water temperature before wetting the customer's hair.
_____greenskeeper	e. Never jack up or lower a car while someone is working under it.

4

Think about an occupation that you are training for, or one that you're interested in. List three safety rules that a worker in that occupation should be careful to follow. (With your instructor's approval, you may choose instead to list three safety rules for a home or school task, such as running a projector, using the kitchen stove, or mowing the lawn.)

a. _____

b. _____

c. _____

5

In your town, what telephone numbers would you call—

to report a fire? _____

to get an ambulance? _____

to call the police? _____

(Look up these numbers in your local telephone book.)

Check your answers on the next page.

Check your answers.

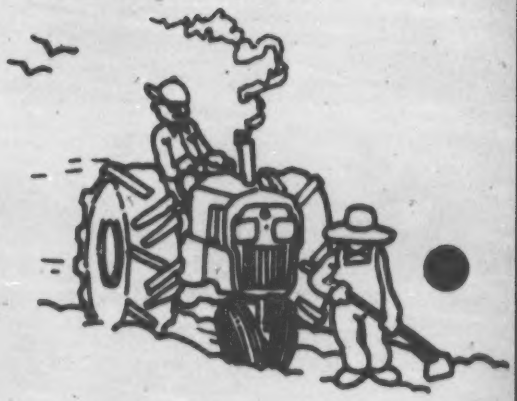
1. Six possible actions to take if you find a safety hazard:

   a. Try to correct the unsafe condition.
   b. Warn others of the condition.
   c. Tell your supervisor.
   d. Tell those who caused the condition.
   e. Get in touch with your safety officer or repair staff.
   f. Check back to see that the unsafe condition has been corrected.

2. These safety rules are being broken.

a. USE EYE PROTECTORS.

b. USE A STEPLADDER.



c. WATCH WHERE YOU ARE GOING

d. READ AND OBEY THE SIGNS.

e. STOP AND LOOK AROUND THE CORNER.

f. STOP CLOWNING AROUND

3. ___e___ auto mechanic
___d___ hair stylist
___b___ office worker
___c___ homemaker
___a___ greenskeeper

4. Your answers will depend on the occupation you chose. For example, if you chose "auto mechanic," you could have listed rules like these:

   - Use only approved safety cans for storage of gasoline. Label the cans properly.
   - Don't wear loose clothing that can be caught in moving parts.
   - Do not smoke in a room where gasoline or other flammable substances are used or stored.
   - Wash hands with soap or hand cleaner after working with chemicals such as battery acid.

5. The answers to these questions depend on where you live. Look them up in the telephone book. Many communities use 911 as the emergency number for all emergency services.

Doing the Job Right

A Better Way to Do the Job

Cast: Douglas Anderson, young office assistant who's been with the company for two years
Millie Foster, new clerk-typist
Ms. Gridley, office manager

Scene 1 (Millie's office. Enter the office supervisor, Ms. Gridley.)

Ms. Gridley: Millie, you are going to have to type these letters over again. The style is all wrong. These letters must go out by five o'clock today; so please hurry.

Millie: But Ms. Gridley! The letters look so much better this way! See how much space we save on each page?

Ms. Gridley: Those letters must be ready by five. We can talk about the style some other time. Now please do it the way I showed you yesterday.

Millie: Yes, Ms. Gridley. (Ms. Gridley leaves.)

Scene 2 (Millie's office. Later that day. Enter Douglas.)

Millie: Ms. Gridley is making me type all of these letters over. I tried to show her a better way to type them, but she wouldn't listen. I think she *wants* them to look old-fashioned.

Douglas: No, Millie, you have it all wrong. Ms. Gridley was upset because she was afraid that you wouldn't get the letters done right and out on time. Just wait until tomorrow when things have calmed down. Then show her your new form for typing letters.

Millie: Do you think she'll look at it?

Douglas: Sure she will. Employers are always looking for a better way to do the job. Your big mistake was doing it your way without first discussing it with Ms. Gridley.

Millie: Are you sure?

Douglas: Sure I'm sure! This company welcomes new ideas, but you should either talk them over with your supervisor or write them down and put them in the suggestion box. Don't just start doing things your way, though. Ms. Gridley might know some reason why it's not a good idea. And if it *is* a good idea, other departments should hear about it, too!

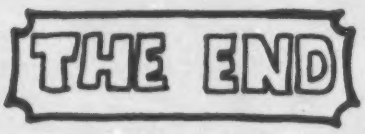
Scene 3 (Millie's office. The next day.)

Millie: You were right, Doug. I showed Ms. Gridley my idea and she liked it. She plans to show it to Mr. Big tomorrow.

Douglas: What can I say, except I told you so . . .

Millie: By the way, Doug, I think I've found a better way to do *your* job, too!

Douglas: Here we go again!

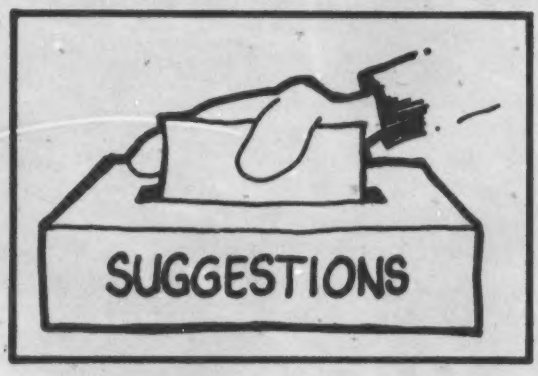


If you think you've found a better way to do the job, don't just start doing it your way. Instead:

Tell your supervisor about it.

OR

Put your idea in the suggestion box.



Your company wants to hear your good ideas!

Activity:

Doing It Your Way

1 Chuck works at Parkway Drug Store. He has found a new way to order supplies that could save the store a lot of time. Put a check (✓) in the box by the statement(s) that show the right thing for Chuck to do. Chuck should:

- ☐ start using the new method right away.
- ☐ tell his employer about the new method.
- ☐ tell his employer about the new way only if he agrees to give Chuck a raise.
- ☐ tell his co-workers to use his new method so the boss will see how good it is.

2 Carla works at The Mad Hatter's. She has found that she can store a lot more hats on each shelf by putting smaller hats inside the larger hats. Put a check (✓) in the box by the statement(s) that show what Carla should do about her new method. She should:

- ☐ surprise the owner by using the new method.
- ☐ give her suggestion to her supervisor and ask her to tell the owner about it.
- ☐ write down her idea and put it in the suggestion box.
- ☐ teach the new method to her co-workers. Then the owner will have to let her use it.

3 Why should you check with your supervisor before doing your work a new way?

_____

_____

_____

Turn the page to check your answers.

Your answers should match these.

1. Chuck should:

   ☑ tell his employer about the new method.

2. Carla should:

   ☑ give her suggestion to her supervisor and ask her to tell the owner about it.
   ☑ write down her idea and put it in the suggestion box.

3. Your supervisor may know some reason why your suggestion can't be used. Maybe it was tried in the past and didn't work, it costs too much money, or it is against company rules. Even if your suggestion is a good idea, it may take time to work out. Other things may need to be done before your idea can be put into action.

   If your suggestion is a good one, others may find it useful too. By telling your supervisor, or putting your suggestion in the suggestion box, you help share your idea with others. (Some companies give awards to their employees who come up with good suggestions.)

Name _____

Date _____

Self-Test

Objective 8

Alice has noticed that the electric wire on the office coffee pot is badly frayed. List three things she can do about this safety hazard.

1. _____

2. _____

3. _____

Objective 10

Sally is a mail clerk at the post office. She notices that mail delivery could be speeded up if the mail were sorted differently. What should Sally do about her new sorting method?

_____

_____

_____

Turn the page to check your answers.

Answers to Objective 8

You should have listed at least two of the following:

- Correct the situation herself. (Fix or replace the cord.)
- Warn others. (Tell her co-workers about the frayed cord.)
- Tell her supervisor.
- Tell the person who caused the violation. (Tell the owner of the coffee pot.)
- Get in touch with the safety officer of repair staff. (Tell the electrician or custodian.)
- Check back later to be sure the wire has been fixed.

Review pages 51-53 if you did not answer correctly.

Answers to Objective 10

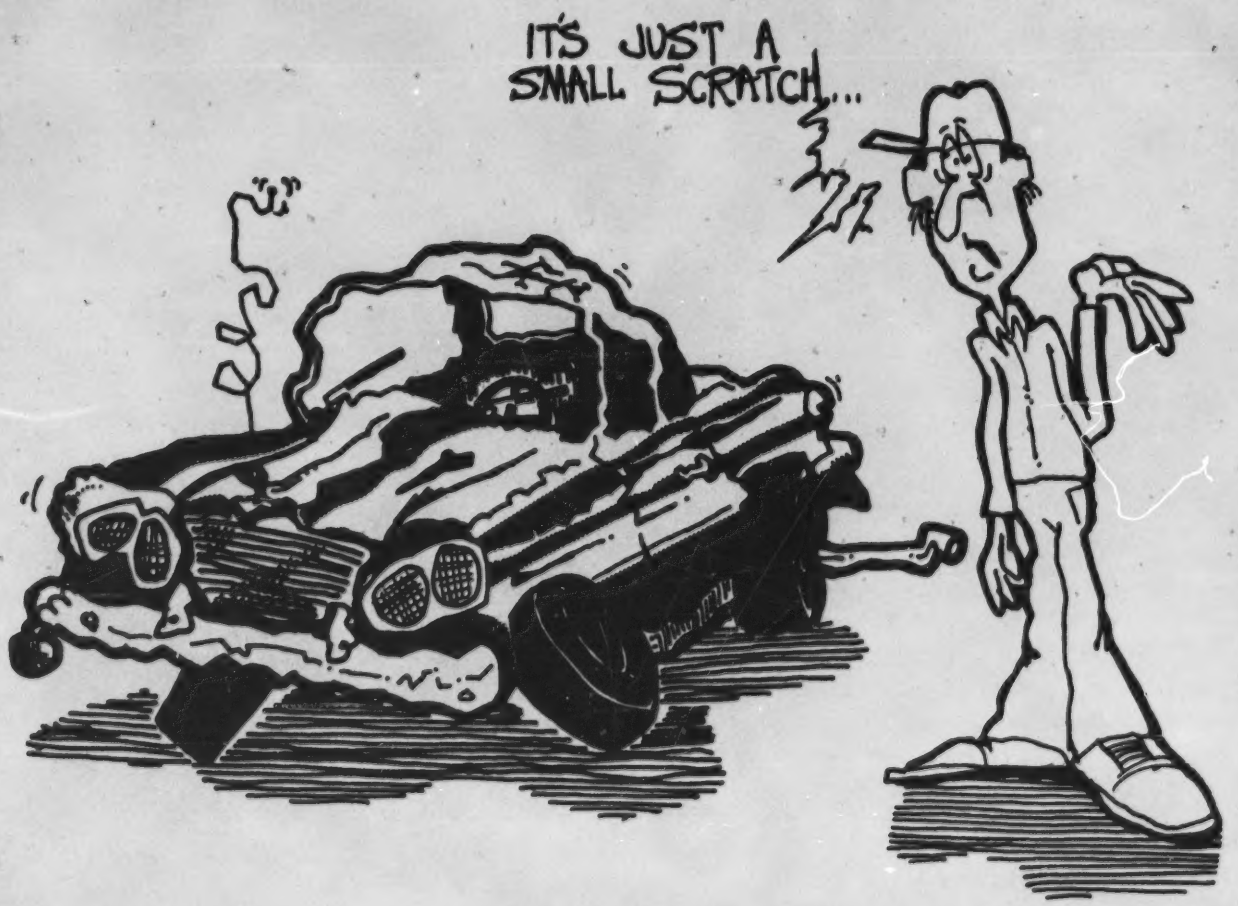
Sally should discuss her idea with her supervisor. She can also write down her idea and put it in the suggestion box, if the post office has one.

If you answered incorrectly, review pages 58-60.

Waste Not, Want Not

Employers supply their workers with the equipment and materials needed to do the job. These supplies cost the employer money; so employers are anxious to see that they are used properly. Abused equipment and wasted materials show an employer that a worker doesn't care about the job or the company.

Many workers don't share their employer's concern for materials and equipment. They think their company is too big or too rich to notice a little waste here and there. Or they feel that taking care of company property is not their responsibility. You can tell these employees by their comments: "It's just a small scratch. Besides, it's only a company car," or "Don't bother to fix it. Just toss it out and get a new one from the stockroom." Or, "Take two, the company is paying for it."



67

Employees like these don't realize that their careless waste hurts them as much as their employer. The worker's job depends on the success of the company because success means profits. But a company's profits go down when it must spend money replacing wasted or damaged property. And lower profits mean lower salaries or fewer pay raises for employees. If a company's losses are too great, workers can even lose their jobs. So everyone benefits when company property is cared for properly.

A worker caught misusing, wasting, or damaging company property is likely to suffer more than just his/her employer's anger. In addition to getting a warning or reprimand, the worker may miss out on a raise or promotion, be charged for the damage or loss, or even get fired.

Employees who care about their company *and* their jobs:

- take good care of all company equipment
- are careful not to waste materials.

Activity:

Using Company Property

Read each problem below. Then place a check (✓) beside the best answer.

1 Arnold has been driving the company car for two weeks. It runs fine, but makes a strange sound when he shifts gears. When he returns it to the motor pool he should:

- ☐ say nothing, since the car is running fine and the mechanics are busy already.
- ☐ say nothing, because it is the mechanics' responsibility to find problems.
- ☐ tell the mechanics about the noise.
- ☐ tell the mechanics that the car is running fine.
- ☐ say nothing, since it's just a company car.

2 Sarah is flying to New York to attend a convention for her employer. The company is paying for her meals and hotel. Sarah should:

- ☐ plan to spend her evenings with friends so her company won't have to pay for her meals.
- ☐ stay wherever she wants, no matter what it costs.
- ☐ stay in a comfortable hotel that won't cost the company too much.
- ☐ find the cheapest hotel in town and eat hot dogs all week, saving the company lots of money.
- ☐ take this opportunity to eat at some of the finest restaurants in New York City.

Turn the page to check your answers.

Check your answers.

1. Arnold should:

- ☑ tell the mechanics about the noise.

2. Sarah should:

- ☑ stay in a comfortable hotel that won't cost the company too much.

Neatness Counts

What difference does it make if a work area is neat or messy, as long as the work gets done? Neatness is just a matter of personal taste, right? *Wrong!* Keeping a desk or work area neat and orderly has some real advantages for the worker.

Neatness pleases customers and employers. Many people think that the condition of a work area is a reflection of a person's work habits. They figure that someone with a messy shop probably does messy work. Think how you would feel about sending your clothes to a dirty laundry, or leaving your stereo at a repair shop where parts of several sets are scattered around the work area.

71

Neatness saves time and trouble. In a neat work area you don't have to waste time looking for tools or equipment. Everything is in its place, clean and ready for use.

Above all, **neatness is necessary for safety.** A sloppy work area is usually a dangerous one as well. It's all too easy to trip over objects left on the floor, or to get hurt on something sharp or hot that has been left lying around. Often clutter hides other dangers, like a frayed cord or a broken bottle.

Keeping your work area and supplies neat and orderly is a habit that may take time and effort to develop. It will be worth the effort, though, because:

- neatness pleases customers and employers
- neatness saves time and trouble
- neatness means safety.

When you finish a task, or leave for the day, take a few minutes to clean your tools and equipment and put them away. It will make a great beginning for the next day.

Instructions Worth Following

Dr. Baker was running low on printed stationery and decided to save time by placing her order by phone. She spelled her name slowly, then gave her office address as 2240 42nd Street. But Jane, at Jack-Rabbit Printing Company, wrote 2440 42nd Street. When Dr. Baker picked up her stationery a few days later and saw the mistake, she was angry. So was Jane's boss!

Glenn's supervisor showed him how to use the computer terminal, but Glenn didn't listen carefully. After all, he had used a terminal like this one many times at his last job. Now his supervisor has left for an important meeting—and Glenn can't get the computer to work.

Gary decided he couldn't put off cleaning the oven at the restaurant another day. When the oven was heated, he sprayed the sides and bottom with the oven cleaner. Suddenly gases rose from the hot oven, Gary's nose and skin started itching, and his eyes began watering. He started to choke on the fumes and ran out of the kitchen, vowing to read all the directions on the can next time.

Following instructions, both written and spoken, is an important part of any job. Employers can't spend all of their time watching their employees to make sure that they do the work correctly. That's why they value employees who can be depended on to listen carefully to what they're supposed to do and follow instructions.

Some workers never seem to get things right. They make mistakes like delivering orders to the wrong address or using machinery incorrectly. Mistakes like these can make customers angry, get the boss upset, and cause the worker a lot of embarrassment (and sometimes, extra work). If this happens often, the worker will get a poor employee rating and may even get fired.

There are probably three main reasons that some workers make a mess of instructions:

- they don't ask questions, because they think they're supposed to understand everything perfectly the first time
- they don't really listen to oral instructions
- they don't read written instructions all the way through before beginning.

These problems can be solved by following the suggestions on this page and the next. You'll find them helpful at school *and* on the job.

Listening to Oral (Spoken) Instructions

Listen carefully. Give your full attention to the instructions. Don't be doing something else or thinking about other things. Try not to let background noise or activity distract you.

Listen for the main points. Instructions are not always given in a clear way. If you're not sure what *you* are supposed to do, *ask*. Find out what's expected of you *before* you begin.

Listen for the order of the directions. Often the order in which you do things can make a big difference; so pay attention to words such as *first, second, then, next,* etc.

Take notes. Sometimes your supervisor may give you so many instructions at once that it's impossible to remember them all without making notes. Write down detailed instructions and numbers and names, especially if they are unusual or difficult. John Thompson won't appreciate receiving letters addressed to Tom Johnson.

Think ahead. What problems could come up? What could go wrong? Ask what you should do if certain problems arise.

Repeat the instructions to the person giving them, to be sure that you have understood them correctly. This is especially important with numbers.

Find out your deadline for completing the task.

Reading and Understanding Written Instructions

On the job you will often have to read directions. These may be instructions written by your supervisor, printed in a manual or book, or written on the side of a machine. Written directions can be helpful because you don't have to remember as much and you don't need to take notes. But, unlike oral instructions, you can't always ask questions about the things you don't understand. You'll find written instructions easier to follow, however, if you remember these suggestions:

1. Read through *all* of the instructions before you begin.
2. Make sure the directions are in the right *order.* You'll need to know what to do first, second, third, and so on.
3. Read *carefully.* Make sure you read numbers, addresses, and names correctly. If you don't, you could make a serious and expensive mistake. There's a big difference between making 100 copies and 1000 copies of a letter, or between sending order #9140 (500 steel beams) and #9014 (50,000 bricks).
4. If you don't understand something, *ask* someone who would know.
5. *Check back* to the directions frequently as you are working.
6. When you finish the task, *read through the directions one more time* to be sure you haven't left anything out.

Your job and safety often depend on your ability to understand and follow instructions; so remember to use these suggestions whenever you're given instructions to follow. They can keep you from getting in trouble on the job, and can really save you time.

Activity:

Following Instructions

1 See how well you can give and receive instructions. Select a classmate who is at about the same point in the unit as you are. One of you will be the instruction-giver and the other the instruction-taker. Sit back-to-back. The instruction-giver will describe the drawing on the next page. The instruction-taker will try to draw the figure using only the oral instructions of the first student. Then turn the picture around to a different angle and switch places, so each of you has a chance to give and follow instructions.

2 Follow these instructions.

a. Read this list before you begin.

b. Write your first name here. _____

c. Write the eighteenth letter of the alphabet. _____

d. Write the capital of Florida. _____

e. Write your instructor's name. _____

f. Write the name of the President of the United States. _____

g. Write the name of the tenth month of the year. _____

h. Complete any one of these tasks.

3

a. Find the number that is halfway between 37 and 49. ____

b. Multiply that number by 3. ____

c. Subtract 51. ____

d. Divide by 2. ____

e. Subtract 9. ____

f. Divide by 3. ____

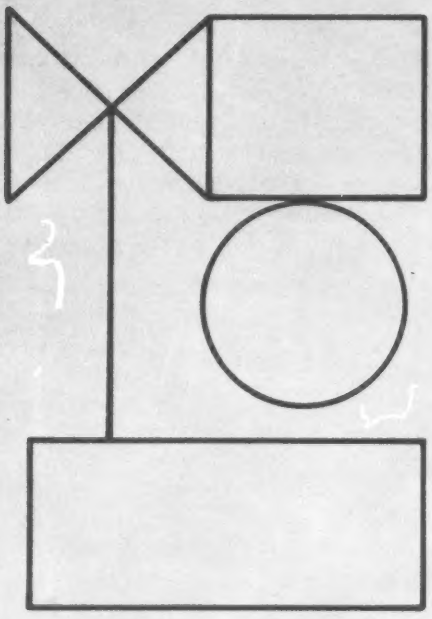
g. Multiply by 4. ____

h. Add 7. This gives you the answer. ____

Correct answers are on the next page.

Check your answers.

1. Did your partner draw this?



2. Did you fall for this? How many blanks did you fill in? If you had read through all the instructions before beginning and followed them correctly, you would have filled in only one blank.

3. The correct answer is 47. Here are the steps:

   a. 49 - 37 = 12
      12 ÷ 2 = 6
      37 + 6 = 43; so 43 is the number halfway between 37 and 49.
      (49 - 43 = 6; 43 - 37 = 6)
   b. 43 × 3 = 129
   c. 129 - 51 = 78
   d. 78 ÷ 2 = 39
   e. 39 - 9 = 30
   f. 30 ÷ 3 = 10
   g. 10 × 4 = 40
   h. 40 + 7 = 47

Planning Ahead

Good planning pays off whenever you're trying to get something done, whether it's a homework assignment, a shop or home ec project, a club activity (like a car wash or dinner), or an out-of-town trip for the school band or your family. Try using these planning steps the next time you begin a project.

Decide what has to be done.

1 Decide exactly what you want to accomplish. What is your assignment or goal?

Plan the steps.

2 Plan each step needed to get the job done, in the correct order. Set some time lines.

Figure out what you'll need.

3 Figure out what materials, space, time, people, and money are needed for each step.

Set it up.

4 Get it together. Be sure that all materials are where they're needed at the right time. Arrange your work area for efficiency. Set up safety precautions if necessary.

Action!

5 Do the job as planned. Keep checking against your plan as you work.

Check up.

6 Check your work. Did you leave out any steps? Make corrections if necessary. Have the job approved.

Clean up.

7 Clean and store tools and equipment. Put away unused materials. Clean up your work area.

Evaluate.

8 Review your performance. Did you do what you set out to do? Did you stay on schedule? Did you have the right materials? Did you plan well? What changes would you make next time?

Name _____

Date _____

Performance Test

Do it! ***Objectives 3, 9, 11, 12, 13, and 14***

The best way to build good work habits is to practice them. This performance test will give you a chance to put it all together and practice what you've learned: using your time and materials well, being careful about safety and neatness, and following oral and written instructions.

Ms. Arbor, your supervisor, wants to do her share for the environment. She has decided that, instead of buying small pads of paper for scratch work and messages, she will have her employees make their own pads out of used paper. You are asked to make a pad using the instructions below.

Before you begin, **ask your instructor for additional oral instructions. You may wish to make notes in the space provided on the next page.** ***When you have both sets of instructions,*** **you can begin the task of making the scratch pad. Your instructor will use the performance checklist on page 82 to check your work. Study it carefully before you begin, and use it to double-check your work before showing it to your instructor for approval. All items on the checklist must be checked for you to pass these objectives.**

Instructions

1. Read through the complete list of instructions and the performance checklist before you begin.
2. Go to the box containing paper, pencils, and rulers. Get five sheets of paper, one pencil, and one ruler.
3. Write the time you begin in the blank to the right of "Beginning Time" at the bottom of this page.
4. Stack five sheets of paper (8½-by-11 inches) so that the clean side of each sheet faces upward.
5. Using a ruler and pencil, draw lines to divide the top sheet into four equal sections. Draw the first line from the top of the sheet to the bottom, dividing the paper in half. Draw the second line from the left side of the sheet to the right, dividing the paper into quarters.
6. Go to the box containing scissors and get a pair of scissors.
7. Follow these safety rules.
   - Carry the scissors with the blades together (closeJ) and the point facing away from you in a safe manner.
   - Leave the scissors with the blades together (closed) any time you are not using them.
   - Do not use the scissors for any purpose other than cutting the paper.
8. Cut your 8½-by-11-inch sheets into four stacks, 4¼-by-5½ inches each, by cutting along the lines you have drawn.
9. Stack the 20 sheets so that the clean side of each faces up.
10. Use your instructor's stapler to staple the pad together. Place three staples along the top edge of the stack. All three should be parallel to the top edge and about a half-inch down from it. When your pad is complete, compare it with the sample pad provided.
11. Remember to follow the oral instructions.
12. Complete this task within six minutes.
13. Write the time you finished the task in the blank to the right of "Ending Time."

Beginning Time _____
Ending Time _____

Oral Instructions:

Look over the performance checklist on the next page before you begin.

Performance Checklist (✓)

Started and Finished on Time (Objective 3)

- ☐ started within one minute after instructions
- ☐ finished within six minutes from time started

Followed Written Instructions (Objective 13)

- ☐ all sheets stacked facing upward
- ☐ ruler and pencil used
- ☐ lines divide sheet into four 4¼-by-5½-inch sections
- ☐ lines drawn from top to bottom
- ☐ line drawn from left to right
- ☐ paper cut into four 4¼-by-5½-inch stacks
- ☐ staples correctly placed

Followed Safety Rules (Objective 9)

- ☐ scissors carried correctly
- ☐ blades together when left on desk
- ☐ scissors not used for anything other than cutting paper

No Materials Wasted (Objective 11)

- ☐ no extra paper needed
- ☐ no extra staples needed

Followed Oral Instructions (Objective 14)

- ☐ first and last name on correct page

Returned Materials and Cleaned Work Area (Objective 12)

- ☐ returned all materials (pencil, ruler, scissors) to correct place

Looking Good

Good Grooming

"What I wear is my own business!" That may be true in your personal life, but on the job, it's your employer's business, too. Workers who think that clothes, grooming, personal habits, and general health can't help—or hurt—when trying to get a good job are only kidding themselves. In fact, some employers rate their workers' appearance and grooming habits on employee evaluation forms, and use these evaluations in deciding who will get a raise or promotion. Grooming and dress are important for two reasons:

- for safety (they want to protect their employees from injury).
- for appearance (they want their employees to look good)

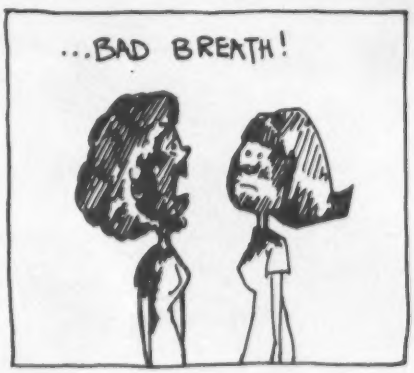
SAFETY **APPEARANCE**

83

"Why should my appearance matter? I get my work done, and I do a good job!" Employers know that customers and coworkers expect to deal with people who are clean, healthy looking, and neatly dressed. They also know that people sometimes judge a company by the appearance of its workers. For these reasons, most employers insist that their workers have good grooming habits.

Personal appearance can help a worker's chances for promotion. Things like proper weight, good posture, and pleasant manners can be very important, especially in businesses where the employee must work with the public. Sometimes nervous personal habits (like smoking, chewing gum, cracking knuckles, or biting fingernails) can keep workers from jobs where they must represent the company to the public.

The most important rule in good grooming is cleanliness: hair, clothes, body, fingernails, breath. But there are other grooming rules a new worker needs to think about, such as proper dress. Some companies provide or require uniforms for their employees. Others have dress codes. These are rules or guidelines of what to wear, including clothes, jewelry, and hairstyles. For example, many employers prefer female workers to wear very little makeup and jewelry to work. They may ask their male employees to be clean shaven or to wear only short, well-trimmed beards or moustaches. Dress codes like these are chosen to improve the *appearance* of employees.



Employers also choose dress codes or uniforms for their workers' *safety*. Steel-toed shoes, protective eye goggles, and rubber gloves are safety wear required on some jobs. For people who work with machines, long hair can be a safety hazard. Dress codes that require short hair (or require hair to be pulled back) are designed to prevent accidents.

Not all dress codes are written down. Some are just understood. For example, dirty hair and wrinkled clothes with missing buttons are never proper dress. Heavily scented colognes and aftershaves are better worn after hours and not to work. For some kinds of work, blue jeans are fine, but they are not suited for all jobs. In the same way, there are jobs where a business suit would be out of place.

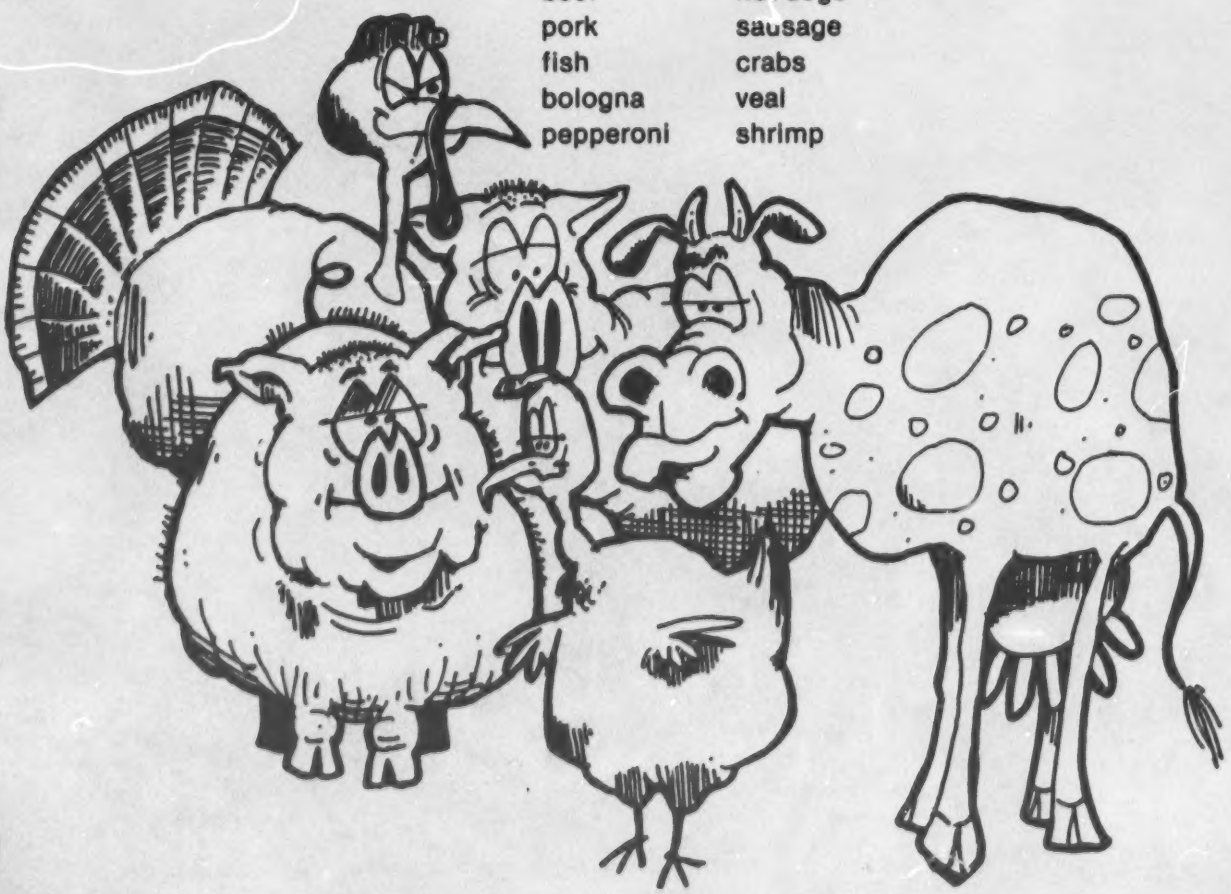
The general dress code for any job is to dress neatly and appropriately. This means wearing the clothes, jewelry, and hairstyle suited for the kind of work you do.

Food for Thought

Your health is important to your employer. It can affect your appearance, your attitude, and your attendance at work. A necessary part of staying healthy is having good eating habits. This means watching your weight and eating balanced meals. A balanced meal contains at least one food from each of the *four main food groups: meats, grains, fruits and vegetables, and dairy products.* Each of these groups provides different kinds of food values, such as vitamins, minerals, proteins, and roughage, that your body needs.

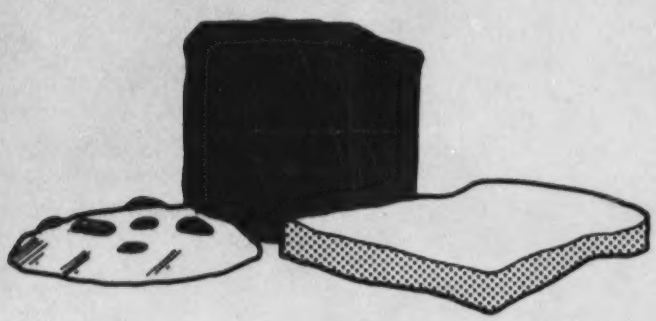
Meats are foods that come from birds, fish, and other animals. They include such foods as:

hamburger	bacon
eggs	lamb
chicken	turkey
ham	tuna
liver	duck
beef	hot dogs
pork	sausage
fish	crabs
bologna	veal
pepperoni	shrimp



85

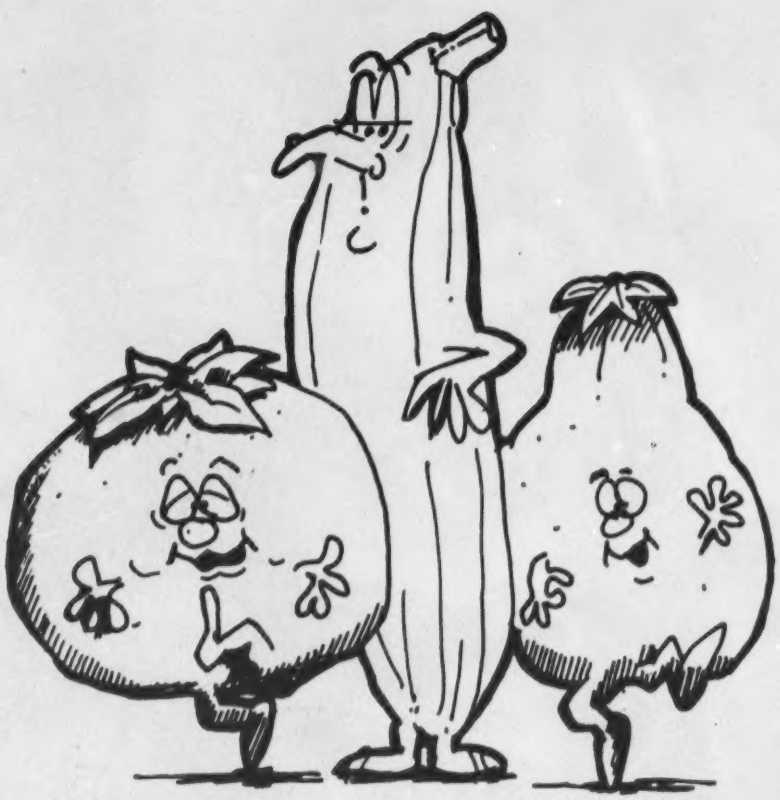
Grains are dry foods like flour and cereal. They include foods such as:



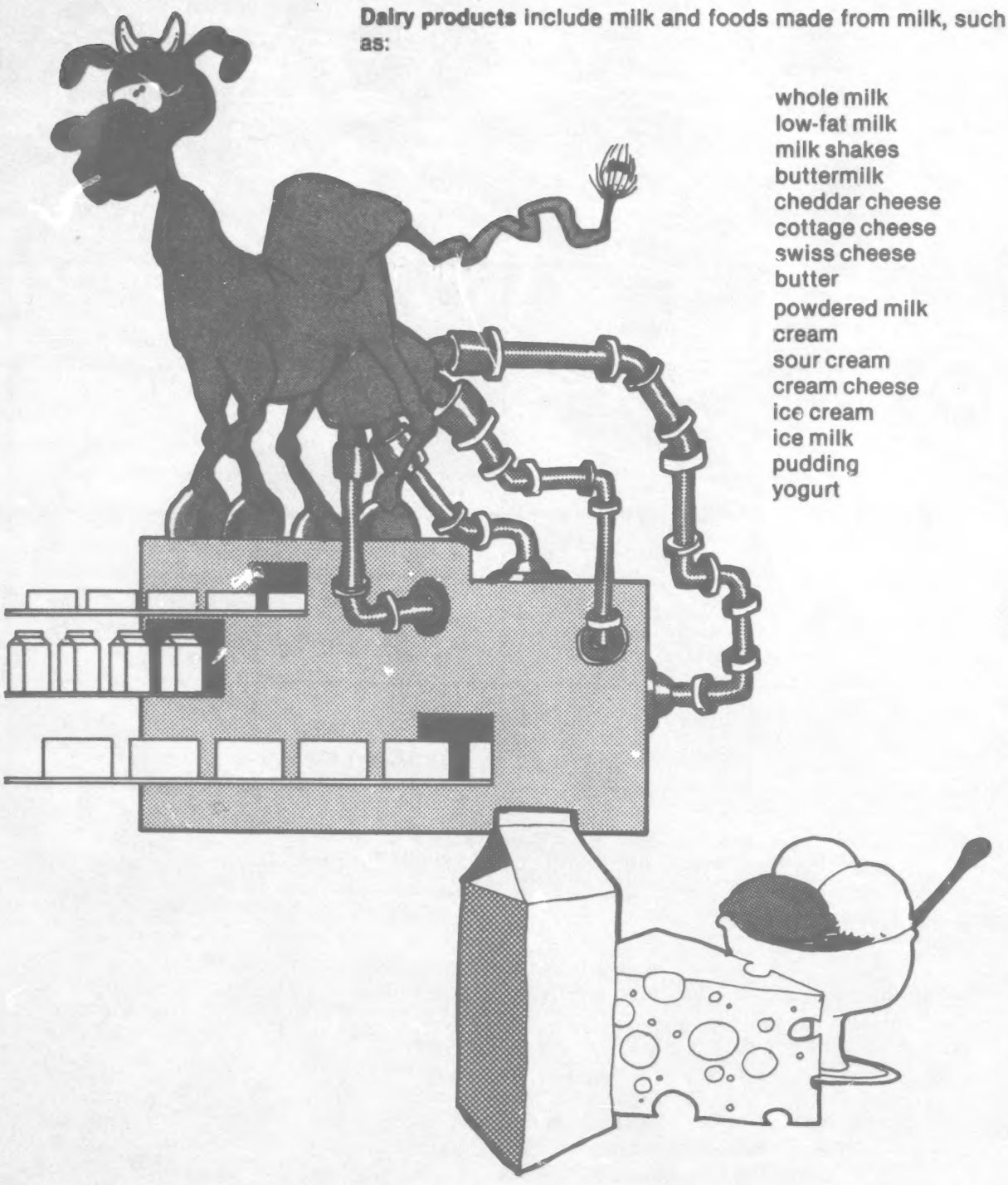
bread	rolls
cereal	crackers
cookies	taco shells
spaghetti	rice
oatmeal	hamburger buns
muffins	pancakes
cake	biscuits
pizza crust	brownies
grits	sweet rolls
pretzels	doughnuts

Fruits and vegetables include:

apples	peas
fruit juices	lemons
carrots	dates
beets	berries
greens	celery
bananas	pears
cucumbers	potatoes
grapefruit	squash
plums	tomatoes
	peaches
	turnips
	lettuce
	lima beans
	prunes
	watermelon
	figs
	beans
	pineapple
	oranges



Dairy products include milk and foods made from milk, such as:



whole milk
low-fat milk
milk shakes
buttermilk
cheddar cheese
cottage cheese
swiss cheese
butter
powdered milk
cream
sour cream
cream cheese
ice cream
ice milk
pudding
yogurt

Some meals that are popular favorites are already balanced, like eggs with buttered toast and jelly, milk, and orange juice. Think of the foods that you usually eat with steak: a baked potato with sour cream or butter? A salad and rolls? Do you usually have salad and garlic bread with spaghetti and meat sauce? Using a chart like the one below, it's easy to tell which of these meals are balanced, and what foods are missing from a meal.

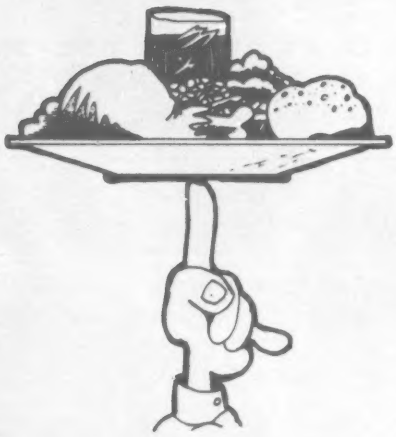
BASIC FOOD GROUPS	MEAL 1	MEAL 2	MEAL 3
MEAT	fried eggs	steak	spaghetti sauce with meat
GRAIN	toast	rolls	garlic bread spaghetti noodles
FRUITS & VEGETABLES	orange juice jelly	salad baked potato	salad
DAIRY	milk butter	butter sour cream	

Meals 1 and 2 are balanced, but Meal 3 is missing a dairy product. To make this meal balanced, add a glass of milk, a creamy dessert, or any of the other foods that make up the food group called *dairy*.

Balanced meals don't have to be big ones. In fact, far too many people overeat. But if you are dieting, or just watching your weight, you can still eat properly. Just be sure to include at least *one* food from *each* group at *each* meal and keep the amounts small.

Balanced meals don't have to be boring, either. Most people like variety, and so they plan their meals to include foods that are pleasing in color and interesting in texture. Imagine sitting down to a plate of foods that are all one color, or eating only soft foods (like mashed potatoes, custard, and ice cream) at one meal!

Eating balanced meals is a big part of staying healthy. Since your appearance, your attitude, and your work attendance all depend on your health, eating right is one good habit that both you and your employer can benefit from.



It's easy to plan balanced meals from a given list of foods if you use a meal chart like the one on page 88 and follow these steps.

- First, decide which foods in the list are meats, which are grains, which are fruits or vegetables, and which are dairy products.
- Then, pick a meat from the list and write it on the chart.
- Now, decide which grain you think would taste best with each meat. Many people would rather eat pancakes with sausage and dumplings with chicken, not the other way around. But choose what *you* think would taste best.
- Continue filling in the chart with the dairy products and fruits and vegetables, deciding which foods will taste and look best together. *As long as each meal includes one food from each group, they will all be balanced.*

Activity:

Keeping Fit

1 List two reasons why some businesses have dress codes.

a. _____

b. _____

2 List the names of the four main food groups. Then write them again in the left column of the meal chart in question 3.

_____

3 Make three balanced meals from the following foods: ham, bread, fish, rolls, carrots, cheese, greens, milk shake, lamb, muffins, milk, and squash.

FOOD GROUPS	MEAL 1	MEAL 2	MEAL 3

4 Look at the four meals below. None of these meals is balanced. Each meal is missing a food from one of the main food groups. Write the name of the *missing food group* on the line below each meal.

MEAL 1	MEAL 2	MEAL 3	MEAL 4
peaches	fish	ham	green beans
cream cheese	biscuits	muffins	stewed tomatoes
sliced bread	soft drink	eggs	meat loaf
carrot sticks	cole slaw	milk	ice cream
_____	_____	_____	_____

5 Just for fun, plan a *balanced* meal from foods that are all the same color.

_____

Turn the page to check your answers.

Check your answers.

1. Two reasons why some businesses have dress codes are:
   a. appearance (they want their employees to look good)
   b. safety (they want to protect their employees)

2. The four basic food types are: meats, grains, fruits and vegetables, and dairy products.

3. Each meal should contain one meat (ham, fish, lamb), one grain (bread, rolls, muffins), one fruit or vegetable (carrots, greens, squash), and one dairy product (cheese, milk shake, milk).

4. Meal 1 is missing a food from the *meat* group. Meal 2 is missing a *dairy product.* Meal 3 is missing a *fruit or vegetable.* Meal 4 is missing a food from the *grains* group.

5. Any meal you plan is correct as long as it contains one food from each group: meats, grains, fruits and vegetables, and dairy products. Here are two examples:

   - white—fish, grits, turnips, milk
   - brown—liver, rye bread, baked beans, chocolate milk

Name _____

Date _____

Self-Test

Objective 15

Make menus for three balanced meals using the following foods: rolls, pancakes, milk shake, pork chops, green beans, carrots, sausage, peaches, bread, cheese, biscuits, milk, tuna fish, tomato juice, hamburger, and buttermilk. (You may find it helpful to write in the names of the four main food groups.)

FOOD GROUPS	MEAL 1	MEAL 2	MEAL 3

Turn the page to check your answers.

95

Answers to Objective 15

Each meal should contain one meat (pork chops, sausage, tuna fish, hamburger), one grain (rolls, pancakes, bread, biscuits), one fruit or vegetable (green beans, peaches, carrots, tomato juice) and one dairy product (milk, cheese, buttermilk, milk shake).

Review pages 85-89 if you did not plan three balanced meals

Have You Improved?

Evaluate yourself as a student/worker. Then compare this evaluation to the one you filled out on page 9. Have you shown any improvement? If not, why?

Employee Rating Scale

		Check one (✓)		
		POOR	**AVERAGE**	**GOOD**
1.	Has a good attendance record (Is seldom late or absent)	☐	☐	☐
2.	Makes good use of time (Starts work promptly, doesn't waste time)	☐	☐	☐
3.	Meets deadlines (Plans ahead and sees that work is finished on time)	☐	☐	☐
4.	Shows initiative (Works hard without being told to)	☐	☐	☐
5.	Doesn't give up easily (Tries and tries again)	☐	☐	☐
6.	Shows honesty (Can be trusted, accepts the blame for own mistakes)	☐	☐	☐
7.	Is dependable (Always finishes the job)	☐	☐	☐
8.	Doesn't waste materials (Plans and works carefully so no goods are damaged or wasted, takes good care of tools and equipment)	☐	☐	☐
9.	Obeys safety rules (Prevents accidents by following all safety instructions)	☐	☐	☐
10.	Follows instructions (Pays attention while directions are being given and follows them carefully)	☐	☐	☐
11.	Is willing to learn (Shows interest in improving job performance, follows up on suggestions)	☐	☐	☐
12.	Works accurately (Takes care to do everything right, does not make careless mistakes)	☐	☐	☐
13.	Gets along well with others (Gets along well with supervisor, co-workers, and customers; is cooperative and thoughtful of others)	☐	☐	☐
14.	Shows loyalty (Speaks well of the company and its products, does not give out confidential information)	☐	☐	☐

Unit Review

Read over these knowledge objectives. For each one, think whether you can do what the objective asks. If not, review *now*. The page numbers are listed next to each objective. Your instructor will give you a final unit test on these knowledge objectives when you have finished this booklet.

Knowledge Objectives	Pages
1. List four things that could happen to you if you are absent from work or late.	10-12
2. State what you should do if you will be absent from work or late.	17-18
4. State how to get help the first day on the job.	24
5. State what you should do if you make a mistake on the job.	27-28
6. List four things that may happen to someone who steals goods from work.	33-34
8. List three things to do if you find a safety hazard at work.	51-53
10. State what you should do if you discover a better way to do your job.	58-60
15. Plan three balanced meals from a list of sixteen foods.	85-89

You have already been tested on the performance objectives, and so you won't be tested on them in the unit test. If you haven't completed all of the performance tests, go back now and do them. Check the list at the front of this booklet (page 7) to be sure you have completed all of the performance objectives, and that your instructor has initialed them.

Performance Objectives—The

Objectives

3. Begin and finish a task on time.
7. Record a phone message.
9. Complete a task without breaking any safety rules.
11. Complete a task without wasting materials.
12. Clean and return tools and materials after completing a task.
13. Follow written instructions and complete a task.
14. Follow oral instructions and complete a task.

Glossary

A

abused treated or used badly
account a store's record of its customers' bills; a record of money spent or owed
accurately correctly, right; without errors or mistakes
advantage anything that is helpful in getting something you want
apologize to tell someone you're sorry; to give an excuse for something
application form the printed piece of paper filled out by job hunters that gives personal information to employers
appointment a meeting with someone at a particular time and place
appreciate to think highly of something; value
appropriate suitable, proper, correct; the right thing
arrested seized by the police for breaking the law; taken to jail
assign to give as a job or task
attendance act of being present at a place
attitude a way of thinking or feeling

B

balanced containing the correct amounts or kinds. A *balanced* diet contains the correct amounts of the right kinds of food.
benefit to help or be good for

C

clutter things out of place; a mess
confidential secret, private
confusing not clear or easily understood
consider to think about in order to decide
considerate thoughtful of another person's feelings
convince to make a person feel or think that something is true
cooperative helpful, willing to work with other people
co-worker another person who works for the same employer you do
critical absolutely necessary
custodian janitor; a person responsible for making simple repairs and cleaning

D

deadline the date or time something is due; the latest possible time to do something
decision making a choice; making up your mind
dependable able to be trusted or counted on; reliable
diet to eat special foods, usually in order to lose weight. *Diet* also refers to your normal eating habits.
dismissal the act of firing someone; losing one's job
distract take your attention from something else
dock to subtract money from a worker's pay. Your boss may *dock* your pay if you are late or miss work.
dress code rules that describe how to dress for work, including clothes, jewelry, makeup, and hairstyles

E

embarrassed feeling uneasy or uncomfortable when you do or say the wrong thing
emergency a sudden need for quick action
employee a worker hired for a specific job
employer a person or a firm that hires workers
employment work; job
equipment supplies, like tools and machines, needed to do a job
errand a trip to get or do something
evaluate to grade or rate. Many employers *evaluate* their workers on the way they do their jobs.
exist to be real

F

frequently often

G

glossary a list of words with their meanings
gopher work lowly tasks that are not part of the regular job. People who do *gopher work* go-for this and go-for that.
grooming the way you take care of your personal appearance, including your face, body, hair, and clothes

H

hazard an unsafe or dangerous situation
humor ability to see or feel when something is funny or amusing

I

impress to have a good effect on someone; to make another person think well about something or someone
impression an idea in somebody's mind about you; the feeling you get from seeing or hearing something. The way you look, the things you say, and what you do can make a good *impression* on your employer.
initiative readiness to do something on your own, without waiting for other people to ask or tell you to begin
injury harm or damage, especially to your body

J

job employment; work done for pay

M

method way or system of doing something

O

objective a task you'll be able to do when you complete this unit
occasion situation, opportunity
occasional not often; happening once in a while
occur to happen, to take place
opportunity chance to get or do something
oral spoken
orientation the process new workers go through to learn about their jobs and company
overtime extra time; time beyond the regular work hours

P

performance act of doing; carrying out of a task. Employers evaluate their employees on the way they do their jobs, or their job *performance.*
personnel file the record of a worker's employment, attendance, and performance kept in the company files
policy a general rule or practice
positive action action taken to improve, correct, or prevent some situation
posture position of the body, especially referring to a straight back and shoulders
profits the money left over after a business pays all its bills, employees' salaries, etc.
promote to move up in position or advance to a better job
promotion a higher-level job, usually with the same company. *Promotions* usually mean more responsibility and more money for the worker.
promptly on time; at once; quickly
protective preventing injury, harm, or damage

R

recommendation saying good things about a person; written or spoken words of praise
reflection likeness
reprimand to scold, to speak angrily
reputation what people think and say the character of a person is; name. A person with a *reputation* for stealing will have a hard time finding a job.
responsibility duty; thing that is your job to do or care for
require demand; order; need. Some employers *require* their workers to wear uniforms.
roughage the coarse parts of some foods, such as bran and the skins of fruits and vegetables

S

schedule list of things in order of when they must be done
script a written conversation read or spoken by actors
solution the answer to a problem; the way a problem is solved
sufficient enough; nothing more needed
suggestion idea for improvement
supervisor your boss; the person you are responsible to at work

T

tardy late
texture the way something feels to the touch
trainee a new employee; someone who is just learning how to do a job

U

unemployment compensation a government program that pays workers if they lose their jobs through no fault of their own
uniform special clothes worn by members of a group. Sometimes, certain groups of employees in a business, such as cashiers or mechanics, are required to wear *uniforms.*

V

valuable worth a lot; costly
variety difference or change; number of different kinds
victim an injured person
violation breaking of a law or rule
vow to make a promise